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Drivers for the successful implementation of a Boarding Programme: case study of a Tanzanian International School Campus

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**Drivers for the successful implementation of a
Boarding Programme: a case study of a Tanzanian
International School Campus**

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A thesis submitted for the degree of Doctor of Education

University of Bath

Department of Education

February 24th, 2019

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ABSTRACT

The aim of this enquiry was to identify the drivers that create a strong and effective relationship between a boarding community in a Tanzanian international school and the whole school community. Boarders, day students, teachers, boarding parents and administrators provided data on the opportunities and challenges of living and working in such a school, the impact this has on them both personally and professionally, and possible strategies that could be put in place to support a positive school culture and learning environment for all within the community.

A range of literature was reviewed focusing on boarding schools in the United Kingdom, North America, Australia and Africa, and four research questions were identified to act as the basis of the investigation. The approach taken incorporated quantitative and qualitative elements in a mixed methods design. Issues of particular relevance to working with child participants in research projects were also explored in relation to ethical and methodological issues. Empirical data were collected through focus groups, online questionnaires and individual interviews.

The major outcomes of the study were directly linked to each of the four research questions. The boarding community clearly created many opportunities for the whole school community through having a positive effect on the school's diversity, providing opportunities for the development of a range of friendships and professional connections, and leading to the school offering a wide range of extra-curricular and sporting activities. However, there are challenges for all concerned including personal and professional relationships, restrictions on the lives of students and adults, and workload. The boarding community clearly impacts the life and work of all members of the school in a wide variety of ways and the study identifies and engages with these.

Strategies that might be considered in terms of maximising the relationship between the boarding and whole school communities are also explored. These include appreciating the voice of all students, actively creating links between the day and boarding communities, appropriately staffing all areas of the school's life and work, providing boarding parents with the professional training that they need, arranging a high-quality weekend programme which might include academic support, and creating a later start to the day for older students.

The study also drew out possible topics for further research, including why day students appear to find it more difficult than do boarders to develop friendships across the school; why the school's facilities are rarely used by day students during evenings and weekends, and why teachers and administrators find their workload so stressful within such a whole school community.

Chapter 1.0 – Introduction

1.1 The place of boarding in my life (UK)

My own education took place in day schools, a state Primary School and a selective, single-sex boys Grammar School in Watford, 17 miles North of London, UK. It was not until I began my three-year training as a teacher in Canterbury, Kent, UK from 1970 – 1973 that I first connected with a boarding school education and this was as an outsider, rather than from an insider perspective. During my time as a Choral Scholar at Canterbury Cathedral I worked with young children aged 8-13 years, all of whom attended a boarding school within the Cathedral precincts. I had friends who worked at the school and therefore my knowledge of such an education began to grow. The school was a member of the Choir Schools' Association (CSA, 2015) consisting of a group of similar all-boy schools that provided choristers for cathedrals, abbeys and large churches in a variety of cities within the United Kingdom. Today, many of these schools are coeducational.

My first teaching post at the age of 21 years was as Head of Science and Assistant Boarding Housemaster at Westminster Abbey Choir School, London, UK (WACS, 2015), which consisted of 36 boys aged 8-13 years, all of whom were boarders at the school. I began to learn about the demands, challenges and strengths of a boarding education as an insider and the effect that it had both on the life and work of the school, the families involved, as well as the wider community of Westminster Abbey. The demands of the job included long working hours, having to adapt to the needs of important Abbey services that could take place at any time during the day, and living and working within a small community of people. Other challenges included balancing one's personal and professional life, finding time to plan, teach and assess learning, as well as support sporting and co-curricular activities. It was clearly difficult for some of my colleagues to provide pastoral care to students while being considered as a 'father-figure' to both the school family, as well as their own. There were, of course many strengths. Living and working together within a school community allowed me to know the students extremely well and this provided me with background on their personal lives that was enormously helpful in the classroom or on the playing field. One felt part of a big family and the regular routine was both enjoyable and comforting. It was of course a professional job, but in so many ways much more than this as living and working in a boarding school is a true vocation. I support Martin et al, (2014, p. 1010) who argue that boarding schools allow students *'to engage in a different set of activities and interactions with peers and staff, thus providing differing opportunities for growth and development'*. I think that this can be as beneficial for the staff involved as for students.

After a similar post in a boys' boarding school in Sussex, which consisted of over 200 students, I was appointed Housemaster of the Junior Boarding House at King's College School, Cambridge (KCS, 2015) where I began to experience the responsibility of caring for 20 young boarding boys, aged 7-9 years. The school was boys only at the time but along with many other boarding schools in the UK is now fully coeducational. Although the school accepted both boarders and day children, I always felt that it was the boarding education and those who participated in it that drove the school and its community. As Martin et al. (2014, p. 1010) state:

'Boarding school life involves an elaborate system of regulation and tight scheduling of students' daily routines, dictating when you have to wake or sleep, eat meals, and participate in recreational activities, prescribing how, when, and where they need to complete homework, the standards for keeping their accommodation neat and tidy as well as access to phones and computer.' This sentiment is also supported by other

researchers into boarding school life in both the USA and Australia (Cookson, 2009; Cree, 2000; Williams, 2011). I often wondered whether the day students felt second-rate citizens and whether, as teachers and housemasters we really thought of their needs as seriously as we did the boarders'. There were always boarding issues to deal with; homesickness (Fisher et al. 1984; Fisher et al. 1986); disciplinary issues either during or after the working day; liaising with parents; conferencing with students and investigating accusations of bullying. So, my first reflections on the focus of my study go back over 40 years.

I never dreamed that I would eventually manage and lead a boarding school myself. In 1983, I took up my first Headship of a boarding school situated in North Yorkshire. At 31 years of age, the responsibility was certainly a burden and during my time at the school, I became a parent myself and began to experience the conflicting demands of my personal and private lives. I felt that I was needed by so many different groups and the demands of having such an extended family were great. Who should you put first? Your family or the students? I have never been good at finding an appropriate work/life balance and working in boarding schools only served to exacerbate this. During this time I began to see more clearly the effect a boarding programme has on the life and work of the whole school community; friendship difficulties for both boarding and day students; day students receiving less attention from teachers than those boarding at the school; boarding issues receiving more time than other day to day matters; the stress on house staff and teachers as the year moves along; the additional pressure that boarding life puts on the families of teachers. Training on how best to manage such issues would have been invaluable but few opportunities were available at the time (Bednall, 1985).

My final experience of working within a boarding school in the UK was as Head of a small rural school in Devon which was experiencing severe financial issues. Being an insider within a school in crisis was both a privilege and a challenge and announcing the school's closure to the community, nine months after I arrived is still an experience that I will never forget. I remember one student whom I had suspended two weeks previously coming into my office and saying, 'What am I going to do, Sir? This school is the only support that I have in my life!' Such comments certainly make one realize the value of one's work and how important it is to many of the students for whom one has responsibility.

1.2 The place of boarding in my life (Overseas)

The next twenty years of my career took place in international schools overseas in seven different countries, Poland, Turkey, Russia, Egypt, Vietnam, Tanzania and Hong Kong. It was not until 2012, twenty years later that I returned to boarding life. From August 2012 to July 2017, I was Director of a three-programme International Baccalaureate (IB, 2018) boarding and day school in Tanzania. This consists of two campuses, 90km apart by road. One campus is situated on the lower slopes of Mount Kilimanjaro and in July 2016 when this study began, serviced the needs of 150 boarders aged 6-19 years as well as 180-day students aged 3-19 years. The other campus educated 235-day students aged 3-18 years at that time. There were over 40 nationalities in the school. This study is focused on the community on the boarding/day campus only, although there may be references to the other campus if the findings link the two in any way.

When I joined the school, the Board of Governors had reduced the school fees by 25% as it was being priced out of the market by local and regional competition. The boarding roll in 2007 was 55 but by August 2012 this had risen to 103. The boarding

enrolment in August 2015 was over 150 students, approximately 60% of whom were from Tanzania with the roll including students from other African countries including Ethiopia, Zimbabwe, Uganda and South Africa, as well as some from Europe (Holland, Germany, France), the Middle East and the USA. There were six boarding houses, which acted as homes for Junior Boys; Junior Girls; Middle School Boys; Middle School Girls; Diploma Boys, and Diploma Girls. Since then, a new boarding house has been constructed.

The school had been working hard to overcome financial insecurity and when this study began benefited from a five-year Strategic Plan (2014-2019) supported by yearly Action Plans and a Financial Plan. In June 2015, we became a candidate school for the United World College movement (UWC, 2018). This works to bring students from a wide number of nationalities together, many from deprived families, to experience living and learning together in order to promote social change across our world. Many of the organisation's schools offer residential education and the Board and Senior Management Team felt that this was a logical next step in terms of pursuing our mission and vision.

Due to the school's success, the majority of boarding and class places increased (July 2016) and this had an impact on the life and work of many groups within the school community, particularly students, teachers, boarding parents and administrators. Although the programme was selling well in Tanzania at that time, the economic climate within the country changed and the school's financial situation became challenging again. I felt that there were many ways in which the boarding programme could be improved and through this study wished to obtain the views of boarders, day students, teachers, boarding parents and administrators on how it impacted their lives and how the programme might be improved. The school will open a new Boarding House at the day campus in August 2019 and I am hoping that the Board will utilize my findings to ensure that it creates the very best programme possible.

In August 2017, I took up the appointment of Regional Director for the Yew Chung Educational Foundation (YCEF 2018) based in Hong Kong. I now work with the Senior Leadership Teams in their schools in Hong Kong, Chongqing, Qingdao, Yantai, Guangzhou, Rizhao and the Silicon Valley (USA). Three of these schools offer a boarding programme.

It is with my long experience of boarding in both the UK Preparatory School sector (IAPS, 2015) and in Africa that I approach this Research Enquiry entitled '*Drivers for successful implementation of a Boarding Programme; a case study of a Tanzanian School Campus*'. I hope that my findings will support the school as it moves forward with the development of its boarding programme and also that they will support boarding development in other institutions which operate within a similar context.

The school is one of 9,332 international schools globally (ISCon, 2018) educating 5,071,886 students in 238 countries. 831 of these are in Africa. It is one of only 32 international schools in Tanzania. However, the above figures cannot be seen to be precise, as the number of international schools is growing so fast at this time and the student roll in these schools is subject to change. In the next section I will outline how the literature describes international schools to allow the reader to understand the context within which this study is situated.

1.3 International Schools

Hayden & Thompson (2013, p.3) point out that international schools are by no means well known:

'International schools are in many respects a well-kept secret, with the majority worldwide completely unaware of their existence.'

Such schools clearly existed before the onset of globalization but this phenomenon has certainly contributed to their growth and development. Although this will have led to a greater understanding of the concept, few people will have had direct experience of international schools (Hayden, 2006; Findlay, 1997). Hayden (2006) clarifies that there might be many reasons why an international school describes itself as such, including the diversity of its student roll, the type of curriculum, the need to market the programme or possibly the fact that this singles the school out against its competitors. No organisation is able to stop an independent school using the word 'international' in its title and therefore defining such an entity is complex. Two major points are that it offers a curriculum which is different from that of the country in which it is situated and that the teaching staff come from outside the country (Hayden and Thompson, 2011). However, due to an increased focus on hiring local teachers, often linked to work-permit issues but also due to a more restricted hiring pool, the latter is no longer always the case. This matter is beginning to be a focus of increased discussion at the school which lies at the centre of this thesis as Tanzania tries to maximise employment opportunities for its citizens.

Hayden & Thompson (2013, p.5) break the international school sector down into three different types:

- Type 'A' – *'traditional'* – those focused on the needs of expatriate families that live and work overseas and for whom the host country's national system would not be appropriate.
- Type 'B' - *'ideological'* – those created for ideological reasons to support students from across the world to live and work together in order to gain a true understanding of issues related to peace and environmental sustainability.
- Type 'C' – *non-traditional* – those created to support the needs of local students from the host country due to the fact that such schools are often considered to offer a quality educational programme

An example of each type of school based on my professional experience would be as follows:

'A' - UNIS Hanoi, Vietnam (UNIS, 2015). An international school which offers the three-International Baccalaureate programmes to predominantly expatriate families within the capital city of Vietnam. The Vietnamese National Curriculum would not be appropriate for this student population.

'B' - United World College of South-East Asia, Singapore (UWCSEA, 2015). The mission of the UWC movement is *'A global education movement that makes education a force to unite people, nations and cultures for peace and a sustainable future.'* (UWC,2015)

'C' - Cairo English School, Cairo, Egypt (CES, 2015). CES offers a British-based curriculum to well over 1000 predominantly Egyptian students

I feel that the school I led in Tanzania is a hybrid of 'Type A' and 'Type C' as when it was founded in 1969, it supported the needs of expatriate missionary families and those working at the Kilimanjaro Christian Medical Centre (KCMC, 2015) but now finds itself with approximately 50% of its students coming from Tanzania.

I would support Garton (2002) in stating that the curriculum lies at the heart of any definition of an international school. The International Baccalaureate (IB), an organisation based in Geneva, Switzerland provides four curricula: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (IBDP) and the Careers-Related Programme (IBCP) (IB, 2018). One should remember, however that IB programmes are not restricted to international schools and that the curriculum is also followed in national schools in a number of countries including the United States and United Kingdom.

There is a reasonable amount of literature on boarding schools and a boarding education (Martin et al, 2014; Bass, 2014; Lambert, 1968; Wakeford, 1969). However, information and research focused on international boarding schools appears to be rare. In the next section I will describe such schools and the work that they do.

1.4 International Boarding Schools

The leading association of boarding schools in the UK is the Boarding Schools Association (BSA, 2018) and in the USA, The Association of Boarding Schools (TABS, 2018). Although there are boarding schools throughout the world, the Council of International Schools (CIS, 2015), one of the leading international school accrediting agencies lists only 10 accredited boarding schools of which the Tanzanian school is one. One of the major groups of schools that are underpinned by a boarding ethos is the United World Colleges movement (UWC, 2018). The organisation's first school, Atlantic College was founded in 1962, based on the philosophy of Kurt Hahn (Peterson, 1987). In 2018, the group consists of 17 schools and colleges throughout the world, which are focused on peace and international understanding. They educate more than 9,500 students. The fourteen UWC colleges that provide a two-year IB Diploma programme (16-18 years) only are fully residential and the other three schools, which support a wider age-range of students cater for both day children and boarders. Through living and working together, students learn to value both their own and each other's cultures and to view problems through a variety of different lenses. This is certainly the case at the Tanzanian school too and I would argue, one of its greatest strengths. In all boarding schools, many teachers live on campus and some in student residences endeavouring to support quality pastoral care. This also helps schools offer a broad range of co-curricular activities throughout both the week and week-ends which help students find their individual strengths as well as developing their independence.

1.5 What are the issues?

Since the Board of Governors took the decision to open a second campus in 1987 the school has found it increasingly difficult to support its long-term financial stability. Many of the facilities on the boarding/day campus look a little dated and during the last five years, the school has focused on creating additional space for boarders in order to increase the school's income. Extensions were created to both the Middle Years boys and girls boarding houses and in 2014, the school took over a staff house and utilized it for girls boarding. Since August 2013 the campus has benefited from new changing rooms, a weights room and PE space, as well as a Design/Technology Laboratory but these were the first facilities for many years to be created to support

the quality of the educational programme. A new boarding house and multi-purpose hall opened in August 2017.

The campus is very much an African boarding school and boarding is popular in Tanzania. By 2016, having your child educated on the lower slopes of Mount Kilimanjaro in a relatively safe market town was proving to be an attractive option to many Tanzanian families. During my five-year tenure at the school I began to notice that the expansion of the boarding programme was beginning to affect various stakeholders within the school. I wondered whether the boarders themselves were receiving the attention that they needed and the opportunity to develop a wide range of talents and skills. Were our boarding houses adequate for their needs? Were they staffed appropriately such that students could develop both academically and socially? Did we provide enough for them to do during what is quite a long weekend? Were the students developing appropriate relationships with others within the boarding and day communities? Was the disciplinary regime suited to the needs of the community?

Approximately 50% of the student roll at the campus were day students. Did they receive enough of our teachers' time in order to support their academic and social needs? Did they have opportunities to develop friendships with boarders as well as day students? Could day students be more of a part of the school's life at weekends? The vast majority of our boarding parents were Tanzanians who worked at local government schools during their working day. Was this arrangement best for students? Would the laws of Tanzania support an alternative employment system? Did our boarding parents have the time and living arrangements to really develop the 'family feel', which plays such an important part in a residential programme? Were there alternative models that could be considered?

I think that it is clear that the role of a teacher in a day school is complex, demanding and time consuming. Working in a boarding school increases the breadth and depth of the role. One can focus on the rewards of such work but it does require professional educators to go the 'extra mile' for the school, often for no additional salary. In order for the school's boarding programme to be successful, teachers are expected but not required to work beyond the normal school day and often at weekends. Is this right? What effect does this have on the quality of the teachers' teaching, as well as student learning? Should the school be employing more staff to support its boarding programme or increasing the number of its volunteers?

As can be seen, there were many questions and I am hoping that the findings of this study will help both the school and possibly other boarding/day schools improve what is currently offered to students. Through the analysis I have explored the factors and drivers that contribute to the successful implementation of a quality boarding programme which benefits the entire school community and which in turn leads to the identification of strategies which will benefit the entire school community.

On the basis of the commentary and description in Chapter 1, Chapter 2 will focus on a critical review of the literature that is relevant in this area. Engaging with the literature enabled me to identify and formulate the specific research questions which went on to form the basis of this study.

1.6 The Next Chapters

Following on from this chapter, the second one will, as noted contain a review of the literature that underpins this study through an analysis of what has been written on boarding education in the UK, North America and Australia as well as boarding in sub-Saharan Africa (including Tanzania). It will also explore the concept of international schools and end with a review of the literature on boarding in international schools.

Chapter 3 will focus on the research design that provides the framework for the enquiry. I will explore the ontological and epistemological issues underpinning the study and the literature on mixed method research, particular methods, research with children as well as the ethical issues involved. I will then outline how I analysed the data that was collected.

Chapter 4 I will discuss and analyse the data obtained from questionnaires, focus groups and individual interviews provided by boarders, day students, teachers, boarding parents and administrators. In Chapter 5, I will discuss how the findings of the research connected to each of the research questions and to the work of others and how this might support both the school's work and that in other similar institutions. I will also clarify the conclusions which I feel can be drawn from my research and provide my reflections on the task as a whole. The final two sections will contain the list of references and appendices.

Chapter 2.0 – Literature Review

2.1 Introduction

It is important to provide a review of the literature focused on concepts that underpin the study's key questions. This serves to validate these in addition to providing the reader with an appropriate background on the issues involved. Although there are many topics that could be explored in this enquiry, due to the fact that boarding schools are micro-political entities similar to a small village or hamlet, in this literature review, I decided to restrict my search to five key areas focused on the nature of international boarding schools and the educational provision within both Tanzania and the East African region as, in my opinion, they cover the scope of the issues underpinned by the research questions:

- **Boarding Education:** in order to provide the reader with a general overview of the concept. Although many countries offer a boarding option both inside and outside of their government educational system, I decided to focus on the provision offered in the United Kingdom, North America and Australia as from the literature these appear to offer the widest and most developed choice. Martin et al (2014, p.1008) stated that:

'There are approximately 170 boarding schools in Australia, 470 in the United Kingdom and 340 in the United States and Canada.'
- **Education and Boarding in sub-Saharan Africa (including Tanzania):** to develop both my own and the reader's understanding of what education and boarding look like in both the region and the country in which the campus is located
- **Theories connected to a boarding education:** to help the reader develop an understanding of the theoretical ideas that underpin the concept of boarding
- **International Schools:** to assist the reader to understand the definition of an international school which often lacks clarity
- **Boarding in International Schools:** to assist the reader's understanding of the specific nature of the particular group of schools to which the school in the study belongs

I carried out my literature search using key words such as, boarding; boarding schools; boarding education; boarding education in Africa; education in Tanzania; international education; international schools, and boarding in international schools as I felt that these focused on the key concepts behind my research questions.

2.2 Boarding Education

2.2.1 Definition of a Boarding Education

The nature of a boarding education is unique and one that provides schools with the opportunity to have control of their student community for more hours per day than those educated in day schools (Bass, 2014). The concept covers a broad range of institutions including monastic schools, orphanages, military academies as well as the English public schools and correction facilities (Kahane, 1988). He states that: *'A minimal definition that is applicable to all boarding schools is that they are secondary schools with a live-in student population, are composed of several sub-units, and have different kinds of activities and curricula that encompass most aspects and spheres of life.'* (p.211)

Although I would agree with much of this definition, there are many boarding schools both within the UK and overseas that cater for the needs of primary/middle school students (8-13 years), e.g. UK Preparatory Schools (IAPS, 2015). Indeed, the school in my study accepts boarders from the age of 6 years.

For the purposes of my research, the following definition of a boarding education provided by Bass (2014, p. 17) will be used, as it embraces all aspects of what is clearly a complex and wide-ranging concept:

'a controlled residential educational program in which students are assigned to structured educational, social and physical activities from morning until the end of the day. These activities include classes, meal times, study times, intramural sports, clubs, tutorials, extra-curricular activities and social time with peers and dorm parents.'

From experience, I would argue that one of the advantages of a small boarding community is that students of all ages, not just peers have an opportunity to socialize together along the lines of a large family unit, although accepting that the social connection within a peer group is important and special. The boarding culture within an individual school is unique due to the fact that each has a particular mission, historical background, traditions and administrative style (Bass, 2014). This is supported by Kahane (1988) who also describes two important groups of boarding school, one conservative and traditional due to its upper and middle-class background of the students, e.g. Harrow School (Harrow, 2015); Eton College (Eton, 2018), and the other often described as progressive, which encourage those within their walls to be open-minded, flexible and focused on equality, e.g. Bedales School (Bedales, 2015); Summerhill School (Summerhill, 2015). It is of course difficult to separate such unique institutions into two or more groups as each is so different. I certainly see the school in my study as a boarding school with a proud history spanning over 45 years and many traditions, but also progressive in terms of its organizational culture and curriculum framework. Based on the definitions above, some might describe it as a hybrid boarding institution as many of its structures and routines are quite traditional but from a philosophical perspective it is quite progressive.

When it comes to defining a boarding education one also has to consider the issues of the differences between the full boarding school and those that accept weekly boarders and flexi boarders. Harrow School (Harrow, 2015) for instance is a full boarding school for boys running 24 hours a day, seven days a week, while Taverham Hall Preparatory School (Taverham, 2015), a school that accepts students aged 2 - 13 years, is largely a five-day weekly boarding school that also offers flexi-boarding,

where pupils can stay at the school whenever they wish, both during the week and/or at week-ends. It should be noted however that the majority of their students live within a ten-mile radius of the school (Crossley, 2014). Butler (2013, p.17), reflecting on the issue of boarding schools in the 21st century states that '*Full boarding will be difficult to facilitate in future preparatory schools and this can be seen by the huge popularity of flexi- and weekly boarding....*'. It will indeed be interesting to watch the development of full boarding schools over the next decade as, in my opinion only the best will survive due to public opinion, as well as global concerns regarding child protection.

Boarding schools differ in terms of the number of day students, if any, they have on roll. The major distinction is the fact that boarders sleep, play and study at school. This clearly separates them from day students. The environment offered by boarding schools provides boarding students with a particular process of socialization that is different from that of day students, both in terms of their relationships with their peers as well as with adults (Martin et al, 2014; Bronfenbrenner, 1970; Holden et al., 2010). The life of boarding students is often far more regulated than day students as times and lengths of meals, activities, and homework periods are decided for them. Martin et al. (2014, p. 1010) include, '*access to phones and computers*' but I would argue that in the majority of boarding schools today, this is no longer the case as such items are ubiquitous and therefore complex to manage.

Having clarified the definition of a boarding education I will now focus on the reasons why parents choose boarding schools for their children.

2.2.2 Reasons for Boarding

In 2004, in the UK a survey of boarders' and parents' views on boarding schools outlined that the main reasons why parents choose boarding schools are continuity of education and the high quality of educational provision (Morgan, 2004). One wonders whether a quality educational programme can only be obtained in a boarding school but this was clearly a major factor in terms of parental choice. Other less frequently chosen responses include poor local schools and issues related to working parents, particularly those in the armed services. In a study of parental reasons for sending their children to a rural day and boarding school in Queensland, Australia (Baker & Andrews, 1991), parents' most important reasons were:

'High standards of student behavior; the commitment of the teaching staff, the moral standards of the school and the academic standards of the school (p.22).'

However, it must be noted that some of the respondents will have been parents of day students only, although Baker and Andrews (1991) point out that the views of day and boarder parents received broad consistency throughout their study. Clearly, the dissatisfaction with one's local school is far more important to boarder parents than those of day students as the former are prepared to pay large sums of money to obtain the services of a boarding school for their child/ren. Two factors rated as important but not most important were:

'The relatively small size of the school and, to increase later job opportunities.' (p. 22),

In Australia the research into the reasons for boarding is actually quite limited (Hodges et al., 2013). One major study, conducted by the Independent Schools Council of Australia (ISCA, 2008) surveyed 3100 families whose children attended 68 boarding schools. 55% of these stated that they had to choose a boarding school as

they had few alternatives. Hodges et al. (2013, p. 39) point out that the majority of parents who completed the survey stated that:

'being a boarder led to becoming a well-rounded, well-balanced person who was independent, self-reliant, tolerant and compassionate.'

Again, one wonders why day schools are not also capable of developing such students?

Despite this parental support, there have been many studies throughout the world that focus on the psychological and potentially harmful effects of attending a boarding school (Wakeford, 1969; Duffell, 2010; Lambert, 2008). Poynting and Donaldson (2005, p.326) carried out a study of a boys only boarding college in Sydney and stated that *'bullying, brutalization, and 'hardening'* were essential features of the school.

Elinoff, et al. (2004, p. 887) state:

'Researchers tend to agree that 15 – 20% of students will encounter bullying at some point in their school careers.'

Bullying is defined by Olweus, 1997, p. 496 as *'A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students.'* Although bullying can take place in any school, the nature of boarding schools provides greater opportunities for such behaviour. However, in my experience, with appropriate care, combined with student workshops and staff training, including issues related to child protection, this is usually kept to a minimum.

With nearly 500 boarding schools, the literature on boarding in the United Kingdom is prevalent. I will now provide a review of the key research focused on this sector of the market.

2.2.3 Boarding in the United Kingdom

There are approximately 527 independent boarding schools in the UK (BSA, 2018) and about 40 state/government boarding schools (SBS, 2018), although accurate facts on this matter are difficult to obtain. It is possible that there may be as many as 700 independent boarding schools in the country (Private Schools, 2018). The issue comes down both to the definition of a boarding school as well as to how many boarders there are on a school's roll. The majority of boarding schools educate both international and local students and all charge accommodation fees, with independent schools also charging for tuition. It is of course difficult to ascertain which boarding schools could be described as being the 'best' in the UK as it depends on an individual's definition of this concept but according to UK league tables (Best Schools, 2018), which are *'compiled from the percentage of A star and A grades at A-Level (A-Levels, 2018) plus Pre-University D1 to M1 grades (Pre-U, 2018)*, the top two boys' boarding schools in the UK are St. Paul's School, London (St. Paul's, 2018) and Eton College (Eton, 2018) The top two girls' boarding schools based on the same criteria are Wycombe Abbey School, High Wycombe (Wycombe Abbey, 2018) and St. Mary's Ascot (St. Mary's Ascot, 2018). The top two coeducational boarding schools are Cardiff Sixth Form College (Cardiff SFC, 2018) and Concord College, Shrewsbury (2018). The annual fee for St. Paul's London is £36,399, for Wycombe Abbey, £37,800 and for Cardiff Sixth Form College, £41,000 (Best Schools, 2018)

Within the UK, the value that much of society places on a boarding education has changed. The voice of mothers in particular is far stronger in terms of choice of school

(Rae, 1999) and the environment, care, added value and cost have been seriously questioned. Many still consider such schools to be 'The making of them', a statement that forms the title of a book written by Nick Duffell (2010). However, within the book, he describes numerous incidents of negative psychological behaviour experienced by those who survived life in a boarding institution. Schaverien (2004) explains that little quality research has been carried out on these issues. However, Lambert (1968) led a sociological study that included written diaries of children that described practices and behaviour in the boarding schools of the 1960s that many would describe as appalling. I would argue that in order to exist in the 21st century, boarding schools have had to change and although overseas families fill a good section of the market, quality schools provide high quality teaching and learning in fine facilities supported by appropriate Child Protection policies. These guide teachers and support staff as they provide quality pastoral care for students.

Depending on a student's personality and the match between the child and the school, s/he will either benefit from the 'privilege' enormously or suffer from the experience. In my view this happens in day schools too but one has to accept that living and working in a residential educational institution can provide enormous opportunities for personal growth and independence, as well as an increased amount of time for a student to be belittled and bullied. However, I do feel that times have changed in most quality boarding schools and that those who possess the personality to enjoy being part of such a community can really thrive. In 2003, the Director of the Office of Children's Rights (Morgan, 2004) surveyed boarders and parents at thirty-six UK schools, only four of which were not accredited by the Independent Schools Council (ISC, 2015). These schools had 114 boarding houses and surveys were sent out to 916 boarders and 932 parents. 527 complete surveys were received consisting of 385 (42%) boarders and 142 (15.2%) parents. The youngest boarder to return a survey was aged 8 and the oldest 21. Under the section 'Changes in Boarding' the key points were as follows:

- *'No major changes are currently happening in boarding*
- *Weekend and flexi boarding are increasing, but those who do not return home at weekends can find themselves at a loose end*
- *No major change is identified as necessary. Suggestions from boarders include improved facilities and more freedom' (p.15)*

This was a wide-ranging survey and I find it interesting that there was little mention of the need for increased child protection, or indeed bullying or mistreatment. Either boarding has indeed changed or students did not feel comfortable to criticise their school. One pupil who took part in the study is quoted as saying:

'Boarding schools have generally improved.... There is now much more equality and respect for people's privacy and feelings and more of a community feeling.' (p.15)

The market for a boarding education in the UK has decreased over the past 20 years partly due to a perceived lack of trust but chiefly to a huge increase in fees. In recent years, fee increases of 4-6% per annum have been common although clearly this varies from school to school (UKBS, 2018). Schools that do not provide value for money are likely to close, a reality that a number of quite well renowned schools have had to face in the past 20 years, e.g. Rannoch School, Perth, UK; Croftinloan School, Pitlochry, UK.

One of the key strengths of UK boarding schools is the emphasis placed on sporting activities. The notion that future leaders could be developed on the playing fields through team spirit and courage grew out of the work of Thomas Arnold, the

Headmaster of Rugby School (1828-1842) (Rugby, 2016). Such activities also developed loyalty for a particular school by valuing the group's performance over the competency of an individual. Arnold's focus on the development of a moral code helped to improve the quality of boarding schools and eventually to the introduction of a prefect system to oversee student behaviour (Armstrong, 1984). Mack (1939, cited by Armstrong 1984, p.316) states:

'He transformed an organization of boys with their own laws and esprit de corps into an agency of humanizing and reforming life of a Public School.'

However, the development of team sports and the prefect system often led to young and immature students being tormented, teased and bullied as stated in a number of studies of UK boarding schools (Duffell, 2010; Lambert, 1968).

Having explored research into the advantages and disadvantages of UK boarding schools, this review will now focus on the literature related to boarding institutions in the United States.

2.2.4 Boarding in North America

There are about 300 boarding schools in the United States and Canada that are members of the Association of Boarding Schools (TABS, 2018). If one considers that there are approximately 33,000 independent schools in these two countries one can see what a small proportion of the market they are. It should be noted here that the concept of 'public schools' is used differently in the United Kingdom (UK) than in the United States (USA). Public schools in the USA are state-run schools but those in the UK are run as independent, private schools. The majority of boarding schools in the USA are coeducational but also include a small number of single-sex schools. These range from about 30 military schools such as Marine Military Academy, Texas (MMA, 2015) that focus on leadership training and discipline, to progressive schools like The Buxton School (TBS, 2015) in Williamstown, Massachusetts, where a student's own ideas and passions are said to be developed. The best boarding school in the United States (Best Schools, USA, 2018), with an annual fee of \$53,271 is said to be Phillips Exeter Academy in New Hampshire (PEA, 2015). It is described as having been *'the unofficial feeder for Harvard for decades.'*

America's system of public and independent schools has not helped the educational system to provide equality for all as many of the country's well-off families have chosen to send their children to exclusive day and boarding schools (Levine, 1980). Elite boarding schools described by Gaztambide-Fernandez (2009, p.1090) as *'typologically elite, scholastically elite, historically elite, geographically elite and demographically elite'* are seen by some researchers to support the creation of an American upper class (Domhoff, 2006; Karabel, 2005; Useem & Karabel, 1984; Baird, 1977; Baltzell, 1958). However, McLachlan (1970) challenges this thinking by stating that such institutions provide an appropriate educational environment for the students they serve. Cookson (1982) states that students attending boarding schools develop a particular moral code where service and the development of character are stressed and that this *'entitles'* (p.90) such students to *'certain social privileges'* (p.90). This is supported by Hodges et al. (1985) who states:

'...American prep schools have borrowed heavily from the British Public Schools by stressing character development.' (p.35).

Whether this two-tier educational system is indeed morally correct is of course debatable but deciding how people should spend their personal funds could only be

described as a minefield and a topic, which I will not explore in depth during this enquiry.

Hodges et al. (1985) focuses on leadership training in elite boarding schools and included visits to 50 schools in the US and 10 in the UK, where they stayed for one to five days. At 20 of these schools, they gave out questionnaires to 2,475 senior students examining the nature of their families, the academic level of the school, opinions on boarding, how they thought the school had changed them and information on their life goals. In addition to this, five years earlier they surveyed 382 teachers at 20 private schools, 11 of which were boarding schools. One could question whether the time difference here could have had an effect on the data obtained. However, I would argue that it takes time for boarding communities to change, often due to their conservatism. One might also question the reason behind including UK schools in the sample as, in my view the British and American psyche are different. The conclusions of this large study confirmed that much of the socialization process that supports the development of an upper class begins in the elite schools *'the social glue that holds together the privileged classes....'* (p. 43). In a comparative study of English and American Schools, Cookson & Persell (1985) confirmed that such schools support the reproduction of the social elite.

Research into the future of boarding schools in America undertaken by Hicks (1996) focuses on the reduction in their popularity stating that:

'...there are 32,434 pre-collegiate boarding students in America as opposed to 34,594 a decade ago' (p.524).

He lays the blame for this on such schools moving away from their original mission of training the elite for influential positions of leadership, as the need to diversify the student body has become more important as fees have increased (Recker et al, 2002). It could also be argued that this is also the case in British boarding schools as there has been a major increase in the number of overseas students in the last ten years. Gaztambide-Fernandez (2009, p. 1117) argues that:

'Elite boarding schools can no longer remain outside the public gaze and absent from studies and discussions about education, social justice, and inequality.'

One has to ask whether, in order to survive, such schools must be seen to participate in this debate and to work with governments to support the development of a more just society or will their focus on supporting the upper class indeed support their self-perpetuation?

Having reviewed the literature on boarding schools in both the United Kingdom and North America, I will now give a broad overview on that related to Australian boarding schools.

2.2.5 Boarding in Australia

According to the Australian Boarding Schools Association, ABSA (2018) there are 188 boarding schools in Australia. 96 of these are co-educational, 52 single-sex girls' schools and 40 single-sex boys' schools. They include semi-boarding schools that are part boarding and part day and some boarders go home at the week-ends (weekly boarders). Fees range for AU\$ 30,000 to AU\$ 40,000 per year (WIA, 2018).

Research on boarding schools in Australia is scarce (Papworth 2014; Hodges et al, 2013;) but such studies once again emphasize the importance of character building

and quality educational provision. Inquiries often face closed-door responses (Cree, 2000; Poynting and Donaldson, 2005) which some might consider produces a biased perspective of boarding school life. Some studies focus on the role of boarding parents who act *in loco parentis* and the need for such professionals to receive training particularly in such a world dominated by lawsuits (Anderson, 2005; Hawkes, 2001). The studies conclude that there is a major need for information and training to support the role of boarding parent.

Hodges et al. (2013) identified 12 studies on Australian boarding schools between 1982 and 2011. The focus of these include the measurement of academic and non-academic outcomes (Martin et al. 2009); transition issues (Bramston and Patrick, 2007; Mason, 1997); good practice in residential schools (Anderson, 2005); student attitudes to boarding (White, 2004); psychological consequences of attending a boarding school (Schaverien, 2004; Fisher et al, 1984); training for boarding parents (Hawkes, 2001); distinctive aspects of boarding schools in Victoria (Cree, 2000); the role of elite boarding schools (Cookson and Persell, 1985) and issues related to living away from home (CSC, 1982).

A review of this literature shows that although the student roll in Australian boarding schools fluctuates, they are an important and valuable part of the educational system. In addition, although the majority of schools provide a high level of pastoral care, many members of the boarding staff do not have access to appropriate professional development. Hodges et al. (2013) conclude that one way forward might be to modify some existing '*parenting programmes*' to support the needs of those responsible for the pastoral care of students in boarding schools.

In a study of students' attitudes to the culture of Australian Boarding Schools, White (2004) used theoretical frameworks developed by Znaniecki (1939) and Smolicz (1974) to analyse the opinions of a group of Anglo-Australian and international secondary school students at a co-educational boarding school. He concluded that both students and staff benefited from relationships that '*tended to be personal, informal, and involve the entire human personality.*' (p.76). There are always exceptions, which I have seen myself in a number of boarding schools when teachers or school matrons fail to treat students with respect and therefore agree with Hillman and Thorn, (1996, cited by White, 2004, p. 76) when they state that boarding school '*is just a microcosm of all social life*'. White (2004) also concludes that to the students concerned, the boarding house acts as a '*primary personal system to that of the family co-existing with it rather than replacing it.*' (p.76). I would argue that from my own experience this is very much student- dependent, as those who settle into boarding school life would certainly agree with this. However, those who don't would see the boarding house environment as somewhat alien and that living with his/her family would be a great deal better. One wonders whether the students gave the answer that they thought that the researcher wanted to hear or a truly honest one? In the UK, some former students describe '*boarding school syndrome*' (Schaverien, 2004) the symptoms of which include a lack of ability to express emotion and talk about his/her feelings and one wonders why there was little mention of this in White (2004)?

In order to bring the context and location of the study closer to the reader I will now explore issues related to boarding in sub-Saharan Africa.

2.3 Education and Boarding in Sub-Saharan Africa

Education in Africa is a complex topic particularly when viewed through a lens that focuses on the complexities of colonialism. Questions related to whether a system created by colonial powers really brought the difference that they were seeking or indeed led to *'attempted epistemicide – the decimation ...of endogenous epistemologies with the epistemological paradigm of the conqueror.'* (Nyamnjoh, 2012, p.129) require careful reflection as those of us involved in international education would hope that our work would not be perceived in such a way. Clearly, we wish to make a difference to students' lives by developing skills such as critical and creative thinking and leadership but not through the exclusion of a student's own country's history, culture or mother-tongue languages. Nyamnjoh (2012, p.138) states that, *'This cultural uprooting of Africans has been achieved literally by uprooting children of the well-off from their communities and nurturing them in boarding schools, 'almost like potted plants in greenhouses.'* (Mamdani, 1993), a moving analogy that I would argue needs careful consideration in order to ensure that international schools in Africa work hard to see that their students' African roots continue to thrive.

There are many different types of boarding school in sub-Saharan Africa as the majority of government secondary institutions offer a boarding education (Harber and Dadey, 1993). In Ghana, approximately 80% of secondary schools accept boarders, a tradition begun by missionaries during the colonial period. Such schools are often far away from villages and many homes are without power and overcrowded, making an environment for study challenging. Meals for students at a residential institution are usually government subsidized which means that it costs less to feed children at a boarding school than it would do at home.

Parker (1967) points out some of the advantages of state secondary boarding schools in Uganda including allowing students from different tribes to live and learn together, a philosophy closely linked to that which underpins the United World Colleges (UWC, 2018) programmes. Such a system helps to support the development of nationhood that is so important within newly independent countries in Africa.

Within sub-Saharan Africa, private schools exist alongside government schools. Clarifying the reasons why some parents choose a private education for their children is complex. However, Mcloughlin (2013) carried out a review of the factors involved in developing countries which focused on issues related to the number of government schools available and of course the quality of the educational provision. Lewin (2007) drew out the importance of students obtaining qualifications that would make them more competitive within the world of employment. In Malawi, private schools support about 20% of secondary school students but in 2010 provided 41% of all entrants to the University of Malawi (Zeitlyn et al. 2015). Within Malawi, there are only a very small number of expensive international schools, which educate both local and expatriate students through both the British and International Baccalaureate educational programmes. Within such schools, throughout the African continent, students' knowledge, skills, attitudes and values are developed through not only the formal but also the 'hidden curriculum' (Masemann, 1974). However, she found that although the formal curriculum in a private school in Ghana had little relevance to the lives of its female students:

'the school experience contains valuable lessons in anticipatory socialization for their future roles in marriage and employment.' (p.494)

As this study is located within an international school in Tanzania I will now provide a review of literature based on the educational system within that country.

2.3.1 Education in Tanzania

Following World War 1, Tanganyika was handed over by Germany to the British Government as a protectorate and educational development focused on the primary phase (Wedgwood, 2005; Al-Samarrai and Reilly, 2008; Nyerere, 1985). Tanzania won independence in 1961 and with this new era came an expansion of what was described as 'basic education' delivered by primary schools. Nyerere (1985, p.46) states that its educational purpose was to provide '*all of its citizens with the basic skills of literacy and numeracy....*' and in addition to developing primary education, during the first ten years of independence, policy emphasized the expansion of both the secondary and tertiary phases with student enrolment in secondary schools increasing from 12,000 to 33,000 (Nyerere, 1985). During this period, the number of primary schools increased from 3,100 to 4,705 and student enrolment went up from 486,000 to 848,000. By the end of 1977 there were 2,194,000 primary school students and by the end of 1983 this number had increased to 3,552,000 students, enrolled in 10,000 schools. However, this major increase did not lead to similar growth in secondary enrolments due to limited resources and policies preventing the development of private schools. This led to a drop in the number of primary students moving into secondary schools (Al-Samarrai and Reilly, 2008; Wedgwood, 2005). In the mid-1980s, these restrictions were relaxed and the secondary sector began to grow but as high-quality teachers were then spread across more schools, this did not lead to improved learning for students in either the primary or secondary sectors. The growth area was within private schools run by local communities, often staffed by unqualified teachers. However, many wealthy parents continued to support government schools feeling that the quality of education was higher. Although facilities were poor, as was the quality of teaching, educational funding as a percentage of total expenditure did not decline in Tanzania at this time. (Vavrus, 2002; Samoff, 1999).

So, what is the situation in the 21st Century? Tanzania continues to be considered to be one of the least affluent countries in the world (GDP per capita of \$998) defined by the UNICEF (2018a) as '*the gross domestic product divided by the mid-year population.*' However, it benefits from quite a high adult literacy rate of 79% (2012) defined by UNICEF (2018b) as '*the percentage of the population age 15 and above who can, with understanding, read and write a short, simple statement on their everyday life*'. The Gross Enrolment Ratio (GER), defined by Index Mundi (2015) as '*the ratio of total (school) enrollment, regardless of age, to the population of the age group that officially corresponds to the level of education shown*' stood at 32.95 in 2013, ranked 133 out of 185 countries.

Primary schools within Tanzania, are mainly run by the government with about 40% of secondary school students attending non-government schools. A key issue is Tanzania's bilingual education policy, which requires Kiswahili to be the language of instruction in Primary Schools, with English as one of the taught subjects. English is the language of instruction in Secondary Schools, which causes transition issues due to the level of English required to access the curriculum (Dougherty et al. 2012; Qorro, 2006). Other issues holding back educational improvement include poor resources and facilities, too few teachers and a teacher training system that requires greater funding (Dougherty et al. 2012). Gender and cultural issues are also continuing areas of development with some parents not wanting to send their daughters to school as this creates conflict in terms of their African beliefs. Vavrus (2002, p. 371) refers to:

'Fears that educated African women were acquiring too many European dispositions created concerns about 'detribalisation'.

Gender inequality continues to be a critical issue in Tanzania, which begins during the primary-secondary transition phase. The performance of girls in primary leaving examinations is lower than that for boys. This difference widens in the higher secondary and tertiary phases (Mlyakado, 2012; Poverty Eradication and Empowerment Division, 2010).

Manion (2011, cited by Mlyakado, 2001, p. 246) states:

'Girls education has been promoted by the international development community for over two decades; however, it has proven harder to promote gender equality through education than it has been gender parity....'

The 5th Goal under Education for All (UNESCO (Paris), 2000) states:

'Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.'

This continues to be a problem in both primary and secondary schools in Tanzania and Mlyakado (2012) states that female enrolment in the tertiary phase is also a concern. In 2009/10, the number of female undergraduates stood at 34,924 out of a total enrolment of 96,751 (36.1%) (TCU, 2010). There also continues to be gender inequality in study fields with few female undergraduates enrolled in Mining, Mechanical Engineering or Civil Engineering programmes. However, the University of Dar es Salaam (UDSM, 2015) lowered their entry cut offs for female students to enable greater equity of access. Between 2001/2 and 2005/6 this led to a percentage increase in female students of 12% (Poverty Eradication and Economic Empowerment Division, 2010).

Another important topic of discussion in terms of the educational system in Tanzania is that of the role of private schools, defined as being schools that do not receive a subsidy from the government. It should be clarified that this reference to private schools only focuses on those characterized as being within the national educational system of Tanzania and does not include schools which accept expatriate students, serviced by overseas hire teachers, often described as *'international schools'*, such as the school within this study.

Vavrus (2002) describes how developing the funding of private schools was a strategy used by the Tanzanian government to support systemic improvement. She defines *'privatization of education in Tanzania'* as:

'encouraging the provision of schooling by individuals and non-governmental organizations (NGOs), and increasing the monetary contributions of students and their families at both public and private schools.' (MOEC, 1995).

In 1996, this development of educational privatization caused a large increase in school fees in government schools, including boarding schools, which sometimes led students to be sent home to obtain funds for their schooling. Vavrus (2002) states that based on her research with young people in the Kilimanjaro region, the main reason why the majority of girls did not move on from primary to secondary schools was due to financial issues. This often led them into *'prostitution, unwanted pregnancies, and low status jobs'* (p.534). Not only are such young people not allowed to continue their education but they also have their moral character questioned.

Lassibille et al. (2000) point out how the number of private secondary schools expanded during the 1990s and that this led to an increase in the gross enrolment ratio (GER). In 2000, private schools in Tanzania enrolled approximately 55% of the students in secondary schools, the average in other African countries being 30%. However, this led to fewer students from disadvantaged families going to school and to many teachers moving from institution to institution as schools competed for quality staff. Schools clearly acted within the market place as parents chose those schools that they felt had a major impact on student learning. Lassibille et al. (2000, p.2) point out however that *'public and private schools differ only to a limited extent in their impact on student learning'* and this is clearly a concern.

The difference between public and private schools in Tanzania is relatively clear. Public schools include both government and community schools, with the private sector including a huge range of schools all of which depend on both school fees and contributions from private individuals. Public schools receive government funding, which is sometimes supported by the collection of boarding and other school fees from students' families. Facility construction costs in public schools are fully supported by the government and in community schools by local communities.

Even with the provision of major external funding, it is clear that the quality of education within Tanzania is decreasing. Uwezo, Tanzania (2011, cited by Mlyakado 2012, p.250) states:

'the stark reality is that, despite the enormous advances in education made possible by investing trillions of shillings each year, the vast majority of children in Tanzania are not learning.'

Having reviewed the literature on the general educational system within Tanzania, I will now explore the part that boarding plays within this in more depth.

2.3.2 Boarding in Tanzania

In 1985, Julius Nyerere, the first Prime Minister of independent Tanganyika in 1961, and the first President of the new state of Tanzania in 1964, clarified that until the mid-1980s boarding schools lay right at the heart of secondary education. This was due to the fact that there were just too few schools and they wanted to give students from the countryside the same opportunity to attend school as those from urban areas (Nyerere, 1985). However, due to economic issues and the fact that boarding schools were expensive to run, this eventually led to a fee being charged to cover the cost of food, which did not support the government's objective of providing an equitable educational system. This led to a change in policy and the government phasing out boarding schools in the lower secondary phase. Unfortunately, due to the fact that the rooms then rented by students in towns were poor in quality, many ended up living in poverty and had to work outside school hours to pay for rent and food (Mlyakado, 2012; Wedgwood, 2005; Wedgwood, 2007). This led to poor student performance. The World Bank (2015c) strongly encouraged the government to phase out boarding schools as they felt that they were inefficient. This suggestion is supported by Wedgwood (2005) who points out that boarding schools used to be the norm in the secondary phase with access to schools being on merit. It was assumed that such schools would be able to be accessed by students from all levels of society but unfortunately, due to inequities within the primary phase and the fact that success at school was found to be dependent on socio-economic status, secondary schools became heavily weighted towards the children of more wealthy families. She goes on to say:

'Although the chances of a child from a poor rural family getting into a boarding school is currently slim, for many families boarding school remains the only viable option for secondary education. Few rural communities are served by day schools.' (p.35)

One positive step recommended by Wedgwood (2005) is the suggestion that the government allocates more scholarships for bright secondary students from rural areas to attend public boarding schools. This is supported by Dougherty et al. (2012), who feel that further investment in boarding schools would support the education of students from the countryside, particularly as the commute to day schools is so long. Teachers would also have more time to be with their students and the latter would have more time to learn.

Having focused on the literature directly related to boarding in a number of different regions of the world and the educational provision within Tanzania, I will now review a number of the theories that can be considered relevant to boarding education in general, in order to provide a theoretical framework for the study.

2.4 The Development of a Conceptual Framework for Research

Research on the following key areas has been reviewed as they are particularly relevant to my interest in undertaking this study, and emerged from my critical engagement with a range of literature sources and the research and thinking of others with related interests.

Interpersonal Relationships

Relationships between the home, the school and the community

Positive Youth Development

Extra-Curricular Activities

2.4.1 Interpersonal Relationships

Martin and Dowson (2009) point out the link between a number of theories and the concept of interpersonal relationships that clearly lie at the heart of the life and work in residential institutions:

Attribution Theory, described by Martin and Dowson (2009 p.333) as:

'...the causes individuals attribute to events have an impact on the way they cognitively, affectively, and behaviorally respond on future occasions.' (Schell et al, 1995; Weiner, 1986).

Four attributes are common in the literature: task challenge (How difficult a task is to complete), complexity of questions (How demanding questions are to answer), good/bad luck (The relationship to good/bad luck in terms of the outcome of the task), and student effort (How hard has the individual tried in terms of the task). These can have a profound effect on how students react in a crisis, act under pressure as well as on his/her personal fear of failure. The reaction of other agents (teachers, parents, boarding parents, etc.) who work with or are close to the student can also affect how students perform both inside and outside the classroom. These matters lie at the very heart of all educational institutions but particularly in the complex world of boarding schools.

Expectancy-Value Theory, described by Atkinson (1957, cited by Martin and Dowson 2009, p. 334) as:

‘the motivation needed to achieve success is a product of the individual’s perceived probability of success and the incentive value of that success.’

I feel that this is relevant as many boarding communities across the world are based in schools that lay importance on students attaining a high level of academic attainment. According to this theory, if students feel that they can tackle the challenges of their schoolwork this usually leads to further motivation and achievement, as they feel positive about themselves, particularly in terms of intellectual ability (Nicholls et al., 1989)

Goal Theory - This relates to the emphasis students place on their achievements and the reason behind their actions (Dweck, 1992; Ames, 1992). This would be linked to both social and academic goals (Elliot, 1997; Dowson and McInerney, 2001). The importance of interpersonal relationships in terms of how students are guided and supported through goal-setting procedures and achieving their objectives should not be underestimated.

Self-Determination Theory – This focuses on the fact that:

‘for one to be motivated . . . , a set of psychological needs must be supported.’ (Martin & Dowson, 2009, p. 335)

Positive relations with teachers, peers, parents, boarding parents, etc. serve to enhance student motivation and self-esteem and help to maximise both performance and achievement.

Self-Efficacy Theory – This focuses on how self-belief can enhance motivation and achievement. Such confidence drives students to look at a multitude of different ways to achieve their task (Schunk, 1991; Schunk & Miller, 2002) and also raises effort and persistence levels when faced with difficult situations.

Clearly, all of the above theories should support a student’s success within a holistic educational programme developed within a residential setting, as strong and effective interpersonal relationships lie at the heart of successful boarding schools.

2.4.2 Relationships Between the Home, the School and the Community

These are clearly extremely important in all schools but when families are separated from their children, they take on a particularly important role. Although there is research on the influence family life has on student performance and behaviour, there is little on how children’s experiences at school affect their behaviour and that of their parents in their home setting (Bronfenbrenner, 1986). Few pieces of research have focused on how family members and teachers can work together to maximise student achievement. However, Epstein (1983) carried out a longitudinal study involving 1000 8th grade students, which explored the impact of family, school, student engagement and the effect this had on classroom outcomes. The conclusion was that the greater the opportunity for communication and joint decision-making the better a student performs.

The leading Scottish philosopher, John MacMurray (1891-1976) drew out connections between schools and households. Schools did not just teach subjects, they taught people and were communities and places where students learn to live in

a community. (Stern, 2013). He talked about the *'personal world of schooling, with schools described as communities like households – places of close relationships, irreplaceable people and opportunities for healthy solitude'* (Stern, 2013, p.728). MacMurray would not see learning only occurring in schools but also in the home and the importance of the connection between the two. He placed value in friendship due to it being *'a matter of free choice'* (p.5). This is supported by Hey (2010, p. 227) who describes friendship as:

'one of the few social and interpersonal relations in which young children can exercise social control.'

Personal relationships count in schools and without these they would not be communities. Stern (2013, p. 739) goes on to describe schools as households, *'....intimate places with close relationships, including intergenerational closeness.'* This is confirmed in MacMurray's own description of a boarding school being one:

'where children and teachers are continuously together for considerable periods, and where every aspect of the educational process has to be provided for by the school.' (Stern 2013, p.739)

Sacks (2007) supports the importance of relationships both inside and outside the school and the value of making connections to the community particularly in a multicultural society. *'What makes us different is what we are, what unites us is what we do.'* (p.16). This is clearly of particular importance in a residential setting.

2.4.3 Positive Youth Development

One challenge for boarding schools that educate students aged 11-16 years is how to create an environment and programme that supports the developmental growth of adolescents. Students of this age often face many issues, including a lack of confidence, a feeling that he/she needs to conform in terms of behaviour, and problems created by mood swings. Unless teachers address these issues and involve the students in the planning process, unpleasant situations can and often do occur, e.g. bullying, drugs and alcohol, and personal relationship problems.

Programmes supporting the development of young people in a formal way began to be explored in the late 1980s but tended to focus on students who were 'at risk', often described as those who were socially and economically disadvantaged. However, arguments were made that all young people would benefit from positive guidance and that by concentrating solely on reducing problems does not lead to supporting the development of adults who can fully function in our complex world. (Gambone et al. (2001) states that:

'At the center of this thinking is the idea that young people are assets in the making – their development dependent on a range of supports and opportunities coming from family, community and the other institutions that touch them.' (p.292)

The positive youth development approach is centred on students' potential rather than negative aspects of their character. It focuses on a vision that students are capable of being competent and confident assets to our world. It endeavours to create students who are productive and not just viewed as young people who suffer from learning/behavioural issues (Damon, 2004; Lerner et al, 2000; Jelicic et al, 2007; Lerner et al, 2010). It is a holistic programme, which views the whole student as part of a whole community (Damon and Gregory, 2002). Positive Youth Development describes the importance of students being considered as both *'resources'* and a

'service to others' in addition to teachers and parents focusing on 'high expectations'. If those responsible for students in boarding schools approach their work in this way, I would argue that many problems with adolescents might well be overcome more quickly.

2.4.4 Extra Curricular Activities

Extra/co-curricular activities are a key part of programmes in many boarding schools and usually take place after the end of the formal working day. Fredericks and Eccles (2008) and Lerner and Steinberg (2004) point out that, once again early adolescence is a time when motivation can decline and behavioural problems increase. Bronfenbrenner (1979) describes his '*Ecological Systems Theory*' that states that the development of a child is affected by everything around them, as well as by their social relationships and having the opportunity to participate in a wide range of activities might support this. There is some research that concludes that being involved in supervised activities rather than being in an unstructured, unsupervised environment leads to more positive outcomes (Feldman and Matjasko, 2005; Mahoney and Stattin, 2000; Holland and Andre, 1987). However, Shulruf (2011) reviewed 29 studies, of which only one was carried out outside the United States. Although the conclusion of this study demonstrated associations between involvement in extra-curricular activities (ECA) and academic achievement, it was not possible to confirm causal effects. ECA are defined by Simoncini and Caltabiono (2012, p.35) as:

'...organized activities, characterized by structure, adult supervision, an emphasis on skill-building and promoting positive development for the participants.'

Simoncini and Caltabiono (2012) use the word '*organized*' to differentiate them from activities that are unstructured such as playing games at home, watching television or using computers. There have also been other studies that have shown that ECA had little influence and possibly no impact at all on students (Coladarci and Cobb, 1996; Guest and McRee, 2009). Based on the author's experience as a teacher, administrator and parent I feel that engagement in ECA challenges young people, focuses them on learning, develops team spirit and builds confidence and collaboration, all skills which are so important in order to flourish as adults in a globally connected world.

From the review of literature and theoretical considerations, I decided that this conceptual framework, based on theories that underpin a boarding education should inform and develop the methods and analysis that would be employed in relation to the explanation of the research questions. Anderson (1990, p.101) states that, '*such a framework will outline the critical factors and variables and indicate some interaction between them*'. He also mentions that, '*Frameworks range from simple one-dimensional lists to elaborate multi-dimensional models with layers of intersecting parts. Even a simple scheme is better than none at all*' (p.61). The creation of an appropriate framework is an integral part of the work required in terms of preparing and clarifying the research issue and carrying out the data analysis. In this case, the conceptual framework links the research to theory and concepts that lie at the heart of a boarding programme.

Having explored some of the theories that underpin a boarding education, this review will now focus on the literature that defines and clarifies the nature of international schools.

2.5 International Schools

Those who have been fortunate to attend school may feel that they know all that there is to know about education. We know that schools can differ in terms of age-range, being funded by the state or independently, day or boarding schools or a mixture of the two, based on certain religious beliefs or on specific areas of the curriculum. One wonders however, whether all such people could define what is meant by an international school? Some people may have some connection to this form of education through family or friends but few have an in-depth understanding of such schools.

It is clear from the literature that due to the varied nature of such schools, the term is hard to define (Findlay, 1997; Blandford and Shaw, 2001). Hayden and Thompson (1995, p.332) wrote:

'...for the most part, the body of international schools is a conglomeration of individual institutions which may or may not share an underlying philosophy.'

As one reviews the situation over 20 years later they might feel differently about this due to the breadth of educational institutions and corporate groupings that choose to be described as international schools.

The number of international schools is developing very quickly and one might be concerned about how the system focuses on quality control. The International School Consultancy (Research) (ISCR, 2018) states that in January 2018, there were 9306 English-medium international schools. Bereday and Lauwerys (1964) clarified the fact that there were about 50 international schools at that time. This marked growth is hard to believe. Within these 9,306 schools, over 5 million students are educated (ISCR, 2018) and ISC Research is predicting that by 2025 there will be 15,000 English-medium schools educating over 8 million students.

Brummitt and Keeling (2013) state that in addition to significant growth in the sector, the next major change is the *'demographic breakdown of the student population.'* (p.28). They explore how enrolment demographics have changed and that although the percentage of expatriate students continues to grow, the number of students from local families has also increased with school rolls often consisting of the 5% of the most wealthy *'non-English-speaking parents'* seeking an international education for their children in the country in which they reside. They describe how this is due to a growth in wealth and that as middle-class incomes improve, more and more families are seeking an English language-based education for their children. Parents certainly perceive that this will assist their children in gaining places at the top universities in the world.

'...local children fill 80% of international school places, a complete reversal of 30 years ago when 80% were filled by expatriate children.' Brummitt and Keeling (2013, p.29)

Hayden (2006), when reflecting on the nature and growth of international schools wondered whether this was due to demands made by a global elite, often described as the *'transnational capitalist class'* (Sklair, 2001) as this group are clearly keen to ensure that their children receive a step up the ladder in terms of the job market which requires them to possess the highest qualifications from the best universities. Clearly, middle class families in many countries also see the advantages of their child(ren) being educated in an international school and are prepared to afford the considerable cost involved to achieve this.

This review will now explore literature focused on the diverse range of schools within the international school system.

2.5.1 The diversity of international schools

The categorization of international schools is a complex task (Leach, 1969, Sanderson, 1981, Ponisch, 1987). Sylvester (1998) separated such schools into two groups: 1) 'encapsulated' with a lack of student diversity and a curriculum and system of values linked to an *'imported school culture'*, and 2) 'inclusive' with students from a wide range of cultures who have opportunities to examine diversity and what he describes as a *'balanced formal curriculum.'*

Ten years later, Lallo and Resnik (2008) describe four groups of international schools: 1) that educate students from many nations, some of which are funded by the state and some privately

2) that educate students from one particular nation which are situated in another country but separate from that country's national system

3) that accept students from many countries and focus on the development of both the language and culture of each student. (European Schools – Schola Europaea, 2016)

4) that *'forfeit assumptions of particular national, cultural or religious orientations'* (Lallo and Resnik, 2008, p. 171). I would see the school in this study falling within this group.

Hayden (2011) argues that today, the system has developed still further. During the 1990s the vast majority of students travelled the world with their families and represented a *'transnational elite (p.216)'* (Willis et al., 1994) who can make the best of a variety of advantages and connections. However, today, another type of international school has been created that caters for the needs of the middle class from the school's host country. Traditional non-profit international schools served globally-mobile expatriates but now many schools have grown up as businesses run for profit which some feel put the financial bottom line before the quality of educational provision. Examples of company-owned schools are Cognita (Cognita, 2016), Global Education Management Systems (GEMS, 2016) and the Nord Anglia Education Group (Nord Anglia, 2016).

With such a diverse range of schools, it is clear that one has to define the characteristics of international schools.

2.5.2 What are the characteristics of international schools?

Walker (2016) clarifies that developing a true definition of 'international schools' has proved to be a challenging task for academics since the concept was created nearly a century ago. Hayden (2006, p.16) states that it would not be helpful to *'discuss prerequisites – or even perhaps, to attempt at categorization.'* Although it is clear that there are a wide variety of international schools they do have certain characteristics. Murphy (1991, p.1) used the following definition:

'International schools serve the children of those international organisations and multinational companies whose parents are called upon to work in many different countries and to change their assignment at frequent intervals; the schools educate

the children of the diplomatic corps, and offer educational opportunities to children of host country nationals who want their children to learn English or who prefer the greater flexibility which an international school offers over the national system'

However, one has to remember how much the international school landscape has changed over the last 25 years in terms of the number and variety of both the schools and the students educated in them. Murphy's definition does not include international schools that are unable to accept national students from the host country or indeed those that accept only local students. Garton (2002) emphasizes common characteristics such as the diversity of appointments to teacher and administrative positions; student enrolment; board membership, and mission statements. He also points out the importance of the curriculum (Sylvester, 1998; Thompson, 1998; Drake 1998) and describes the role of the International Baccalaureate Organization (IB, 2018) in terms of the development of international curricula. This is supported by Hayden (2011, p. 217) who also describes other international curricula such as the International GCSE provided by Cambridge International Examinations (CIE, 2016) and Edexcel (Edexcel, 2016), Advanced Placement International Diploma (APID, 2016) and the International Primary (IPC, 2016) and International Middle Years Curriculum (IMYC, 2016). She raises the question as to whether these lead to some form of 'educational imperialism' (p.217) (Thompson, 1998) and whether such curricula are indeed 'international' or purely promoting western thinking and cultural values.

With the growth of the international school sector being so great, one needs to ask the question, 'How did it all begin?'

2.5.3 The creation of International Schools

Hayden and Thompson (2013, p.3) refer to international schools as a '*well-kept secret*' as they are only known by a small number of people in the world. Defining such schools is complex as no organization has the right to state that an institution can call itself an international school. What does one find inside such a school? What makes such schools different from any other? When exploring the history of international schools, a common question often asked is, 'Which was the first international school?' Sylvester (2002) considers this to be The International College at Spring Grove, London, close to London Heathrow, which opened in 1866. This educated boys from ten different nations and was founded by educators, including the British author, Charles Dickens, who:

'hoped to realize their vision of international harmony by the creation of a new type of education which would enable the citizens of different countries to become international ambassadors.' (p.5)

A debate continues as to which is the first international school as clearly this depends on one's definition. Maseru English Medium Preparatory School (MEMPS, 2018) in Lesotho was founded in 1890 to educate students of British diplomats in what was then known as Basutoland but was this really an international school (Hayden 2006)? The two main candidates are the International School of Geneva (ISG, 2016), and Yokohama International School (YIS, 2016) both said to have been founded in 1924 within days of each other (Walker, 1996; Stanworth, 1998; Knight, 1999). The Geneva school started with only eight students and three teachers and Yokohama, with only six children and one teacher. If this seems small, the Alice Smith School, Kuala Lumpur (ASSKL, 2016) was started in the sitting room of Alice Smith's home with only two students, one of which was her own daughter (ASSKL, 2016).

With the rapid expansion of the sector it could be argued that today, the only commonality in all international schools is that the curriculum provided in the school is not from the host country. No longer can it be said that the majority of teachers are overseas hire expatriates as there are many host country teachers across the globe who are well-trained in international curricula such as the International Baccalaureate programmes (IB, 2018), Cambridge International Education (CIE, 2016) and the International Primary Curriculum (IPC, 2016) (Hayden and Thompson, 2013).

2.5.4 The future of international schools

Brummitt and Keeling, (2013) describe the huge growth in the international school market (ISC, 2015), particularly in China and the UAE, with the latter investing, ‘...\$200 billion for up to 6,600 new schools and 1,200 university campuses by 2020.’ (p.34). It appears to be clear that the number of ‘Type C’ international schools supporting the educational needs of host-country students will continue to grow rapidly as parents look for a competitive edge for their children (Hayden, 2006) but this may depend on how such schools are viewed by national governments who may see them as a threat to both their own culture and educational system. The future of ‘Type A’ international schools is also somewhat unpredictable. If the global economy expands and multi-national corporations continue to develop global centres across the world then their future is secure but if such companies focus more on utilizing technology and try to reduce their carbon footprint still further, fewer families will be based overseas and the student rolls in many schools may well decrease (Hayden, 2006). In terms of those schools which are ideologically driven, it appears likely that such movements as the United World Colleges will continue to flourish and it is possible that other similar ideologically driven organizations will be created providing that appropriate financial support can be obtained. However, it is likely that these will be seriously outnumbered by schools and companies who are driven more pragmatically, particularly due to the increased number of for-profit schools.

Having reviewed some of the literature on international schools in general, I will now review the literature on boarding in international schools.

2.6 Boarding in International Schools

Hayden & Thompson (2001) describe the opinion of undergraduates who had been students in schools offering an international education (Hayden and Thompson, 1995). Although the sample was quite small, the students concerned, all in their first year at university felt that one of the major factors contributing to the development of an ‘*international attitude* (p.283)’ was ‘... *the interaction between students themselves, through both formal and informal contact.*’ Clearly, this can occur in all international schools that support a diversified student community but it is within international boarding schools where this can be maximised, as students have so many opportunities both inside and outside the classroom to talk openly with others about their beliefs, ideas and views on a wide range of topics (Halicioglu, 2016). There is certainly an argument, that it is within international boarding schools that students receive the greatest opportunity to obtain an international education, one described by Hayden and Thompson (2000, p.59) as an education that ‘...*includes freeing oneself from prejudices, stereotyping, and bigotry, understanding value systems different from one’s own and emphasizing and sympathizing with them.*’

International boarding schools can be found in many countries around the world, including ‘*Argentina, Australia, Germany, France, UK, Ireland, India, Switzerland, Nigeria, Italy, Japan, Canada, New Zealand, Norway, Sweden, Spain, South Africa, Tanzania, Thailand and the USA* (ISS, 2016) Many elite independent schools in the

United Kingdom have set up franchises overseas, some of which offer boarding facilities. Sir Michael Wilshaw, then Chief Inspector of Schools (England) stated '*Famous institutions like Harrow, Marlborough, Shrewsbury and Brighton College.... are clamouring to meet a growing demand for a traditional English education* (The Guardian, 2016).'

The United World Colleges movement (UWC, 2018) provides a specific type of educational experience, often described as transformational to over 9000 students in 17 schools around the world. Richards (2002, p. 108) describes the colleges which endeavour to follow a similar philosophy as '*in a variety of ways, quite disparate institutions*', an argument that is often raised in terms of defining both international schools and an international education.

Although UWC accepts students from many countries they also admit students from the host country. The seven principles followed at each of the colleges (UWC, 2018) are based on the philosophy of Kurt Hahn (Kurt Hahn, 2016). Many of the colleges provide boarding facilities and offer a curriculum that focuses on experiential learning, service to the community and the wider world, peace and sustainability. Some might argue that UWC colleges are not international schools as they were founded in 1962 for philosophical reasons rather than pragmatic ones (Hayden, 2006). The colleges bring students from many countries together to live and learn within a very diverse community. The school within this study has been on a journey to join the movement for more than 30 years and was granted initial notification in June 2015, the first of a three-part application process, by the UWC International Board (UWCIB, 2016). Although still focused on a specific internationalist ideology, the colleges can only survive through the support given by donors who are prepared to fund scholarships that allow such a diverse group of students to benefit from this unique education.

I see my research as helping to build upon the contribution to knowledge made by, inter alia, Halicioglu, (2016). Her writing examines how schools offering a residential education promote the essence of international education, defined by Husen and Postlethwaite (1985, cited by Hayden and Thompson, 1995, p. 328) as, '*including....all educative efforts that aim at fostering an international orientation in knowledge and attitudes*.' Through my empirical research I draw out the perceptions of students, teachers, administrators and boarding parents at an international school in Tanzania on a variety of issues linked to a boarding education that helps to support many of the concepts and ideas focused upon in her writing.

This literature review has provided the background on a range of issues focused on boarding in international schools in the UK, North America, Australia and in sub-Saharan Africa, including in Tanzania where this piece of research is situated. The topics selected for the review helped me to draw up a set of research questions that lie at the heart of my empirical research. These will be clarified in the Introduction to Chapter 3. I will then go on to describe both the research design and other matters pertinent to the practical issues that underpin my study.

Chapter 3.0 – Research Design

In this chapter I will lay out the steps that I followed to ensure that the aims of the research enquiry, informed by the Literature Review were fully implemented. The purpose behind the enquiry is set out in the *'Introduction'* and this will be followed by an explanation of how the research was designed and implemented in specific phases to support the objectives of the research questions. The enquiry is underpinned by empirical research based on focus group interviews used to draw out the key themes, which were explored further through online questionnaires. Important issues raised through the questionnaires were explored in greater depth through individual interviews. The specific challenges of carrying out research with children are also discussed. This chapter concludes with a description of how the data analysis process took place.

3.1. Introduction

Having decided on the general area of focus for my research enquiry I created a set of research questions informed by both my professional experience and an exploration of the work of others who have undertaken research in the field. The research questions drove decisions regarding the form of study that would be undertaken, the research design and methods of data collection that would be utilised, as well as the process for data analysis.

The research questions are as follows:

- 1) What do the students, teachers, boarding parents and administrators at the school think are the opportunities and challenges of living/working in such a school?
- 2) How do students, teachers, boarding parents and administrators studying/working at the school feel that this experience impacts their life and work?
- 3) What strategies could the school put in place to maximise the opportunities available and to provide appropriate support and pastoral care to the whole student community?
- 4) What strategies could the school put in place to ensure that teachers, boarding parents and administrators are provided with an appropriate organizational framework and culture that allows them to carry out their professional responsibilities efficiently and effectively?

The research questions led to decisions being taken on the most suitable methods for exploring the issues that fell within the aims of the research and these will be discussed further later in this chapter. In the next section I will explore the ontological and epistemological assumptions that underpinned my research enquiry.

3.2 Ontological and Epistemological Assumptions

Hitchcock and Hughes (1995, cited by Cohen et al. 2007, p. 5) state that ontological assumptions lead to epistemological assumptions and that these lead to questions regarding methodology, which require consideration to be given to the type of instrument that will be used to collect data. Cohen et al. (2007, p.7) define ontological assumptions as those:

'that concern the very nature or essence of a social phenomenon being investigated.'

Having reviewed a range of literature on this matter, I decided that it would be important to ask the following questions;

- Does social reality impose itself on a person's consciousness from outside or is it created from within the consciousness of individuals?
- Is there an objective state of reality or is this created by the interpretations of individual people?

Mauthner and Doucet (2003, p. 421) state that in addition to our academic and personal experiences and intellectual perspectives:

'The interpersonal, political and institutional contexts in which researchers are embedded also play a key role in shaping these decisions.'

Realists believe that there is a world that has to be discovered that is totally independent of the person carrying out the research and that the findings of such research are either correct or incorrect, depending on whether they connect directly to that reality or not (Pring, 2000). However, numerous researchers would disagree that realists believe this, (Guba and Lincoln, 1989) or that such a reality exists. They would state that the real world is '*socially constructed*' (Pring, 2000, p.60) which leads to '*multiple realities*' each one interpreted as a separate social construction often referred to as an individual's '*perception of reality*'. The difference appears to lie in distinguishing between two worlds, one physical and the other social, the latter being based on how individuals interpret reality. Those researchers who believe this focus on a created reality, not one that exists independently.

Pring, (2000) makes the distinction between explanations that focus on the physical reality based on measurable generalizations, often referred to as positivist, and those based on interpretations created by individuals, often referred to as interpretivist. The separation of these two forms of explanation is considered to be 'epistemological' in nature.

Epistemological assumptions focus on the nature and forms of knowledge and how these can be acquired and communicated to others. How a researcher approaches this matter has a deep effect on how s/he approaches the uncovering of data connected to social behaviour. If s/he believes that knowledge is fixed, distinct and objective then s/he will value being an observer and approaching research in a scientific, positivist manner. However, if s/he considers knowledge to be a subjective interpretation based on the unique opinion of individuals then s/he will wish to be connected with the research environment and reject positivism (anti-positivist). The researcher's ontological and epistemological views will draw him/her closer to specific methodologies. The objective, positivist paradigm connects to quantitative research, defined by Punch (2005, p. 28) as using:

'numerical data and, typically, has structured and predetermined research questions, conceptual frameworks and designs.'

The subjective, interpretivist paradigm connects to qualitative research, defined by Punch (2005, p. 28) as one that:

'not only uses non-numerical and unstructured data but also, typically, has research questions and methods which are more general at the start, and become more focused as the study progresses.'

Purists who reject positivism, such as Guba and Lincoln (1989) and Schwandt (2000) focus on the fact that there are numerous realities that are multiple constructions, and that generalizations are time specific and not based on a particular context. Research is value-based and therefore it is extremely hard to link causes and effects directly. Ultimately, one should not try to separate the known from the knower. As Burke Johnson and Onwuegbuzie (2004, p. 14) state:

‘...the subjective knower is the only source of reality’

My world view is constructivist (Schwandt, 1994; Guba and Lincoln, 1994; Gjersvik, 1993) based on the fact that realities are not true in any sense, that reality is constructed and not purely discovered, depending on a particular agent and his or her values, and that this reality is socially constructed. Schwandt (2007, p.38) states that *‘constructivism means that human beings do not find or discover knowledge so much as construct or make it. We invent concepts, models, and schemes to make sense of experience, and we continually test and modify these constructions in the light of new experience.’* Perceptions may be individualistic but the process of construction includes other cultural/social artefacts in addition to personal interpretations. This is based on an interpretivist ontology and constructivist epistemology. Ontologically, I feel that there is no single external reality and epistemologically, that the world is understood through the interpretations and perceptions of actors in particular locations and in specific contexts. From a methodological perspective, I like to experience what I am studying and to focus on individual interpretations.

In terms of this particular research enquiry, I have decided that although my world view is generally social constructivist in nature, within this case study there is a need to blend the positivist and interpretivist paradigms. In order to obtain in-depth feedback on the key issues to explore with day students, boarders, boarding parents, teachers and administrators, I decided to set up focus groups to explore these. As one is obtaining individual perceptions on a topic, this is directly linked to the interpretivist paradigm. The second phase of the research also required individual feedback but from a larger group of agents and I decided to use individual questionnaires containing both Likert-scale questions linked to a positivistic approach and open-ended questions connected to an interpretivist approach, to collect the data. In order to obtain additional in-depth data on important issues raised within the questionnaires, I decided that these should be followed up in individual interviews, which support an interpretivist paradigm. These decisions were pragmatic in nature and focused on the best methods by which the data could be collected to facilitate analysis that would support valid findings to the research questions.

Whatever view an individual researcher may have, in the end s/he has to approach an enquiry pragmatically and ask the question, ‘What is the most efficient and effective method of obtaining the data required?’ One begins to view the quantitative/qualitative debate as a continuum and that some research designs require the researcher to create a blend of the two to support the objectives of the study. This ‘Mixed Methods Research’ combines aspects of quantitative and qualitative methods to support the study’s needs. Burke Johnson and Onwuegbuzie (2004, p.15) describe ‘Mixed Methods’ research as offering:

‘great promise for practicing researchers who would like to see methodologists describe and develop techniques that are closer to what researchers actually use in practice.’

Although particular methods seem to be linked to certain research traditions, the aims, breadth and nature of inquiry are similar across both paradigms and methodologies (Dzurec and Abraham, 1993). Clearly, it is important for the researcher to combine components that most effectively provide answers to the specific research questions. Burke Johnson and Onwuegbuzie (2004, p.15) state that;

'Differences in epistemological beliefs...should not prevent a qualitative researcher from utilizing data collection methods more typically associated with quantitative research, and vice versa'.

The following section describes my chosen research methodology and this will be followed by a more detailed account of Mixed Methods research.

3.3. Research Methodology

Before finalising my research design, I explored two research methodologies that I felt might match my research questions. Newby (2014, p.53) explores the difference between *research methodology* and *research methods*, defining methodology as:

'the assembly of research tools and the application of research rules' and research methods as:

'the research tools themselves, for example, questionnaires, observation, statistical analysis.'

The two methodologies I explored were *Case Study* and *Ethnography* as I felt that these could both potentially be used to pursue my study within a residential setting. These are considered to be naturalistic enquiries that fall within the qualitative research paradigm (Lincoln and Guba, 1985; Woods, 1992). Ethnography, defined by Cohen et al. (2011, p. 223) as *'a portrayal and explanation of social groups and situations in their real-life contexts'*, is concerned with writing about people and therefore within a school setting one could write about many aspects of its life and work, e.g. the culture of a classroom, the micro-politics within the staffroom or indeed day-to day life within a boarding house. Methods utilised to collect data in such studies might include observation, discussion, questionnaires and interviews but the core of ethnography requires the researcher to spend intensive and lengthy periods of time within the research environment which maximises the opportunity to fully understand the data. I wanted to obtain data from those who worked closely in the boarding community and particularly from students. I did not, however have the time to live and work in the boarding house and only possessed a limited knowledge of this area of the school's work I decided to utilise case study methodology for my research. As I collected my empirical data I was conscious that, as I was Director of the school, the power-distance between the research participants and me might affect their responses. I was a researcher who inhabited the research space in which I was studying and, as Cohen et al, (2007, p.410) state, my *'influence may not be neutral.'* This was a point to which I was sensitive throughout the implementation of the study.

Case Study

Newby (2014, 53) defines Case Study as:

'a detailed analysis of an individual circumstance or event that is chosen either because it is typical or because it is unusual or because there was a problem or because something worked well.'

Creswell (1994, cited by Cohen et al. 2011, p.289) supports the individualistic nature of a case study, describing it as, '*a single instance of a bounded system*', but this is critiqued by Yin (2009, cited by Cohen et al. 2011, p. 289) who states that: '*the boundary line between the phenomenon and its context is blurred, as a case study is a study of a case in context.*'

Due to the nature of my research study I would agree with Yin's statement here as from my own experience, a residential education is totally dependent on the context and location in which it takes place. I suggest that this is an 'intrinsic case study' (Stake, 1995) as it is based on a particular area of a particular institution's work. Although I hope that other individuals and organisations will learn from my findings, this is not the main purpose behind my study. As Director of the school in which the residential education is provided, I felt that there is much to learn in terms of this important area of our work and I therefore had an intrinsic interest in the study.

My study involved research into a specific aspect of one particular school, the residential provision within a Tanzanian international school which I consider to be the 'case' that formed the focus of my research. I explored the effect that this has on the life and work of the whole school community. I hope that the findings of my research will be used to improve current provision and form the foundation of future development at this particular school. It is these objectives that drove the choice of my research questions.

A broad range of methods can be used to collect data for a case study, including observations, questionnaires and interviews and if I had chosen to utilise ethnography to support my study, it is possible that I could have used the same or very similar methods. As I was carrying out research into one specific area of the school, its residential life, the research might have been described as an 'embedded case study' (Newby, 2014) but as the focus was on the effect this has on the whole school community I consider it to be a holistic case study, defined by Newby (2010, p.54) as:

'a whole organisation study designed not only to focus on the research issue but also to appreciate the organisational culture.'

The data obtained during a case study is strongly focused on the case itself. However, this can be difficult to organise as multiple agents are often involved. Case studies are usually based on active situations and the hope is that they will contribute to the further development of the area being researched. Cohen et al. (2011, p. 292) clarifies that their strength '*lies in their attention to the subtlety and complexity of the case in its own right.*'

Of course, such a methodology is far from being unproblematic. It can be hard to collect accurate data, as some of the events/actions described might have taken place some time ago and therefore individual interpretations might be affected over time. It is important for a researcher to start the study from a neutral point as if s/he feels that s/he knows the answers before a research project begins, this influences the type of questions asked and the way that they are asked, which will introduce a level of bias. I was conscious of this throughout my research as, as Director I could have approached my study with a biased perspective. It is also very difficult to know when the study is at an end and one must constantly consider when the research might be focusing on another issue. In most case studies the findings are not generalizable as they tend to focus on one specific 'case'. I consider this to be an 'intrinsic' case study. As Punch (2005, p.146) states '*The intention of such a case study is not to generalize, but rather to understand in its complexity and its entirety, as well as in its context.*' The results are therefore often referred to as 'transferable'

rather than 'generalizable'. Transferability is defined by Fraenkel et al. (2012, p. G-9) as:

'the degree to which an individual can expect the results of a particular study to apply in a new situation or with new people.'

Stake (1995) recommends that those involved in case study research need to clarify that any assertions made are very likely to be both speculative and tentative in nature. The sample size in my research study was quite small and although the data was rich I needed to take care not to inflate my findings and conclusions. I find the following statement particularly pertinent here:

'It is not uncommon for case study researchers to make assertions on a relatively small database, invoking the privilege and responsibility of interpretation. To draw so much attention may be a mistake, suggesting that case study work hastens to draw conclusions.' Stake (1995, cited by Bassey, 1999, pp.32-33)

Quantitative research focuses on pattern and order and how this can be recognised and explained. It focuses on what can be observed and measured but its major role is to create theory, which Newby (2014, p. 99) defines as *'truths about behaviour and relationships that are applicable in a range of situations.'* Quantitative methods, the tools by which data can be collected through quantitative research include experiments, polls, and questionnaires.

Qualitative research focuses on understanding the way people live their lives, the meanings behind these, as well the way they feel about such matters. Case Study is often seen as a qualitative approach and therefore more aligned to qualitative methods. However, as can be seen above such an approach may include elements of quantitative research. It is difficult to define qualitative research (Newby, 2014) as the term covers such a broad range of approaches. These focus on description of how things happen and why and involve the interpretation of data and the researcher utilising responses to evidence, which are clearly subjective. An emphasis is placed on connections between matters such as the social world, thought processes and emotions. All of these require full understanding in order to support sense making. Qualitative methods include focus groups as well as individual interviews. The focus group is a specific form of 'group interview' often carried out in the field of marketing and politics. However, the terms now tend to be used interchangeably (Punch, 2005). Cohen et al. (2007, p.376) state that focus groups are a form of interview where:

'The reliance is on the interaction within the group who discuss a topic supplied by the researcher yielding a collective rather than an individual view.'

As my research involved obtaining both collective and individual views, I felt that focus groups would form part of my research design.

Their strengths in terms of collecting valid data for my research are as follows:

- They allow data from different groups to be generated and analysed
- They support the gathering of rich qualitative data
- They provide data swiftly and the process is easy to manage and lead
- As, in general the participants often know each other, they are quite relaxed and this encourages them to utilise their personal voice

(Cohen et al. 2007)

As with many research methods, focus groups have their drawbacks too, including the following:

- They tend not to provide data which can be generalized
- The number of participants tends to be small
- Group dynamics can lead to some of the participants not being actively engaged in the conversation. With the exception of the youngest students this was not in evidence during my focus group research

As can be seen from the above, in order to maximise the opportunity of obtaining valid and reliable data, I selected both qualitative and quantitative approaches to support my research. These are brought together in Mixed Methods research, which I will describe in more detail in the next section.

3.4 Mixed Methods Research

Teddlie & Tashakkori (2009, p.7) define Mixed Methods research as:

‘research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry.’

As stated above, the philosophical foundation of such research is pragmatism (Biesta & Burbules, 2003; Bryman, 2006; Tashakkori & Teddlie, 1998), defined by Teddlie and Tashakkori (2009, p.7) as *‘a deconstructive paradigm that debunks concepts such as “truth” and “reality” and focuses instead on “what works” as the truth regarding the research questions under investigation.’* Such research is guided by the research questions, which are uncovered through the analysis of data that has been obtained through both numerical and narrative methods. This is considered to offer a greater understanding of the problems elicited through the research than through any other approach (Cresswell & Plano Clark, 2007). In my opinion, the strengths of Mixed Methods research outweigh the areas of weakness that are sometimes perceived in terms of quantitative and qualitative research. Those who utilise quantitative research are often criticised for being too far away from the centre of the research and rarely reveal their biases and personal interpretations (Holbrook, 1977; Habermas, 1972). The research itself is also accused of being limited in terms of its contextual understanding and for not hearing the voices of those involved in the study. Although, these are considered to be more important in qualitative research, this paradigm is sometimes criticised for the following:

- It can be difficult for a single researcher to carry out both quantitative and qualitative research
- One should always work within either a qualitative or quantitative paradigm

(Teddlie and Tashakkori, 2009; Burke Johnson and Onwuegbuzie, 2004)

The advantage of Mixed Methods research is that it allows researchers to utilise every data collection tool available to explore the research questions. In my study, I felt that in order to create valid and reliable questionnaires (Quantitative instrument) for each research group, it would first be important to lead focus group interviews (Qualitative instrument) with selected participants to draw out the key themes for each questionnaire as well as support further understanding of major issues/themes

pinpointed through the questionnaires' analysis. A pragmatic approach that I thought would facilitate valid responses to the research questions.

On the basis of decisions related to my chosen methodology, I carefully reviewed my research questions and decided that in order to obtain rich data from a range of sources, I would separate my empirical research into three phases:

Phase 1. Two or more focus groups to ascertain what the big issues were within my area of research that should be explored further within the questionnaire (Qualitative method)

Anderson (1990) states that focus groups have a number of advantages over other methods of data collection such as individual interviews and questionnaires. Within questionnaires, only the participant can provide data and there is no opportunity for the researcher to prompt or provide clarification should that be required. There are some possibilities for this in an individual interview but in focus group interviews, the focus is on the '*synergy of the group*' (p.241) which adds richness to the data. Bloor, et al. (2002, p.8) state that focus groups can be used, '*in pre-pilot work, to provide a contextual basis for survey design*' and I felt that it would be an ideal method to assist me in teasing out the major issues related to boarding education at the research site.

Phase 2. Two or more questionnaires to obtain data from day students, boarders, teachers, administrators and boarding parents (Quantitative method)

It should be noted that I considered using individual interviews instead of questionnaires to gather the data but felt that the latter would provide more honest feedback, as the responses would be anonymous. Cohen et, al (2007, p.317) state that questionnaires are considered to be valuable as they provide, '*structured, often numerical data*' which is '*able to be administered without the presence of the researcher and often being comparatively straightforward to analyse.*' Having clarified the key issues in terms of boarding from a relatively small sample, I wanted to utilise a data collection method that would allow me to gather both quantitative and qualitative data from a broader group of participants and decided that I would use digital questionnaires to do this. However, there are disadvantages to the use of questionnaires. These include poor response rates, if completed online; the facilitator is not present to answer any questions from respondents, and questionnaires can be completed very quickly without much thought and care, while interviews move at the speed of the facilitator. In addition to these points, those with limited knowledge of written English may find them difficult to understand (Cohen et al. 2011). While aware of these potential limitations, I believed that the advantages of using an online questionnaire would outweigh the disadvantages in this context.

Phase 3. Individual interviews to follow up on any interesting or challenging data gained through the questionnaires (Qualitative method)

Although face-to face interviews are time consuming due not only to the interviews themselves but also to the time required to transcribe them, their major strength is that they can provide both vivid and rich data. Gillham (2000, p.10) states that, '*In a research report, the interview material is almost always the most interesting.*' As I knew that there would likely be aspects of the qualitative data within the questionnaires that would require further exploration with individual participants, I decided that individual interviews should form the third phase of my empirical research.

The quality of a research study is not only based on the effectiveness of the chosen methodology and methods but also on the appropriateness of the sampling strategy. I will describe this in the next section.

3.5 Sampling Strategy

Once a research site has been chosen and the research questions crafted, the researcher has to create a sampling strategy, which outlines the number/type of individuals that will be both manageable and allow rich data to be obtained for analysis. I decided to use '*Sequential Mixed Methods Sampling*' (Teddlie & Tashakkori, 2009, p. 189) carried out in three phases as I knew that the second and third phases of the research depended on the data obtained from the first phase.

Phase 1: Focus Groups, to identify issues to be followed up in the questionnaires (Qualitative) as well as to support my research project as a whole

Phase 2: Questionnaires, to obtain feedback from participants on issues raised by the research questions (Quantitative)

Phase 3: Individual interviews, to probe important issues that develop from the questionnaires (Qualitative).

In this section, I refer to three research groups and link them to one of each of the three phases of my project:

Group 1: P6 & M1 Boarding and Day Students

Group 2: M5 & D2 Boarding and Day Students

Group 3: Adults (Teachers, Administrators and Boarding Parents)

It should be noted that one Administrator and one Boarding Parent took part in both the Group 3 Focus Group and the Group 3 Questionnaire. Both educators had significant knowledge and experience that I thought would add to the quality of my research. In the case of the Boarding Parent, I felt that it was important to obtain anonymous data from all senior Boarding Parents, some of whom were also teachers in the school.

One boarding student took part in both the Group 2 Focus Group and Questionnaire, again because due to her longevity at the school and her knowledge of the research site and its programmes I felt that her data would be of enormous value to my research.

Phase 1 – Focus Groups

In qualitative research, the researcher tries to choose people purposefully who have both the knowledge and experience to be involved. In my study, I felt that during Phase 1, I needed to involve students, teachers, administrators and boarding parents. An administrator, in the context of this piece of research is an educational professional who leads a campus, a school division (Primary/ Secondary), the boarding programme or one of the three academic programmes (PYP, MYP or IBDP). A boarding parent is a teacher, or non-teacher who is responsible for a residential boarding house, someone whom in a variety of ways becomes a substitute parent for a boarding student while they are at their school (BSG, 2018). I did not include parents in these groups for pragmatic reasons as collecting data from many of our

boarders' parents would have been both time consuming, and challenging due to a lack of English language proficiency. I also wondered how much they would really know about the school and its boarding programme. Based on the amount of time I had to carry out my data collection, the costs involved and my own lack of proficiency in Kiswahili I decided that I would not try to work in both languages. I decided to set up two student focus groups and one adult group. Student - Group 1 consisted of three students from the top year group within the Primary School (P6 – 10-11years). I focused on three students as I felt that this would provide me with adequate data which could be collected within the time I had available and the fact that the class was small and I would need other class members in Phase 2. As a serving School Director working across two campuses 90km apart, the time that I could give to my research was sometimes limited. I decided to create a separate group for Upper Primary students, as I felt that they may not have been willing to share their thoughts on the matters discussed in a group containing 15-18 year olds. I chose this particular year group as I felt that the students concerned might be mature enough to provide valuable and relevant data on my research questions. This group consisted of one day student and two boarders as the boarding/day split within this year group was approximately 2:1. Two of the students were Tanzanian, the largest national group within the school and there was at least one student of each gender. Student - Group 2 consisted of one boarder from M5, the top year group within the Middle School and one day student from D2 (17-18 years), the top year group of the High School. There was one student from each gender. I selected particular students based on their proficiency in English and although I didn't have much knowledge of individual students, those whom I thought could provide valid data for my research.

Adult – One of the problems I had to face was the limited number of possible participants within the subgroups of boarding parents and administrators as I needed them in all three phases of my research. Group 3 consisted of two teachers, one of whom had been at the school for four years and the other in her first year at the school; one boarding parent (female) and two administrators (one male and one female). The sampling method could be described as stratified purposive sampling as I stratified the sample group into three (PYP, MYP, IBDP) and selected individuals whom I felt would allow me to build a focus group which would provide me with valid data. Stratified Sampling is defined by Cohen et al. (2007) as:

'Dividing the population into homogenous groups, each group containing subjects with similar characteristics.' (p.111)

and they define Purposive Sampling as:

'Researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought.' (pp, 114-115)

Clearly, as School Director I needed to be careful not to just select a sample that I thought would provide data that supported my own views and I did think about this carefully during the process. As Ball (1990, cited by Cohen al. 2007, p. 115) states, I wanted to access, *'knowledgeable people'*, those who had both knowledge and experience of the school's boarding programme. The main purpose of the Focus Groups was to draw out issues of which I may not have been aware, to add to my own perspective on the strengths and areas of development of the programme such that the questionnaires did not just contain my own thoughts and ideas.

Phase 2 – Questionnaires

Student Questionnaire (Total number completed and returned – 33)

Phase 2 of my empirical work involved drawing up questionnaires based on topics that I felt matched the research questions including the data that I drew out of the Focus Group meetings. I felt that a total of approximately 30 student questionnaires (online) would be both manageable and provide me with the data that I needed to answer my research questions. Again, I need to emphasise that I did not know the student population well. However, I did my best to select participants whom I felt could provide rich data for my research. Originally, I selected classes in the highest year level of each academic programme within the three divisions of the school (PYP/MYP/IBDP). However, following the focus group interviews, I decided that due to the fact that the P6 class was quite small and the intellectual maturity and English language levels of some of the P6 students made it difficult to respond to some of the questions, I needed to change this. In the end I adhered to the following student sample (P6: [aged 10-11] x 4; M1: [aged 11-12] x 7; M5: [aged 15-16] x 11 and D2: ([aged 17-18] x 11). M1 is the first-year group within the MYP and I felt that they would add to the richness of the data obtained from the youngest research participants. It was more important to me to obtain rich, interesting data than to collect data from a proportion of the student body purely because they were a particular part of the school community. It proved to be harder to obtain formal consent from the parents of day students than from boarders as I allowed boarding parents to sign on behalf of the parents of boarders as they were *in loco parentis* of the boarders at the time. If boarding or day students were over the age of 18 years I allowed them to sign their own consent forms. In the end, this led to fewer day student participants as the appropriate permission was never received. I decided not to send online questionnaires to all students within the three programmes as the proportion of non-English speakers within the campus is high and I felt that this might lead to the data being less valid. The process that I used to create the sample for this group was proportional purposive sampling. Purposive sampling, defined by Tashakkori and Teddlie (2003, cited by Teddlie and Tashakkori, 2009, p. 172) as '*selecting certain units or cases based on a specific purpose rather than randomly*'. The student groups were stratified in the same way as that used for the Focus Groups, i.e. PYP/MYP/IBDP.

I carried out Phase 2 of my research in March/April, 2017. During the pilot phase, the questionnaires were completed online by three boarding and three day students. The only feedback received was that I should check to see whether I had asked similar questions more than once.

At the beginning of the 2016/17 school year the total student roll of the campus was 309. The number of students in the Primary School was 109, 35% of the student roll. The number of day students was 95 of which 57 were male and 38 female. The number of boarders was 14, 6 of whom were male and 8 female. The number of students in Middle School was 113 (37% of the student roll). The number of day students was 58 (31 male and 27 female). The number of boarders was 55 (28 male and 27 female). The number of students in the Diploma Programme was 87 (28% of the student roll). The number of day students was 30 (17 male and 13 female). The number of boarders was 57 (30 of male and 27 female). Table 3.1 shows the percentage breakdown between boarder and day student populations within each programme by gender. It is hoped that this will give the reader greater understanding of the overall campus population.

Table 3.1

	Day	Day (Male)	Day (Female)	Boarding	Boarding (Male)	Boarding (Female)
PYP	87%	60%	40%	13%	43%	57%
MYP	51%	53%	47%	49%	51%	49%
IBDP	34%	57%	43%	66%	53%	47%

A total of 35 questionnaires were sent out digitally (URL link to web-based questionnaire). I tried to ensure that there was a range of ability, and tenure within the school within each sample group. I told all participants, both students and adults that they would be anonymous unless they took the opportunity to state their name on the questionnaire, if they were willing to be involved in individual follow-up interviews in Phase 3. I stated that all data would be kept confidential to me alone.

Adult Questionnaires (16 sent out; 15 completed and returned)

The Adult questionnaires were piloted with two administrators, one boarding parent and one teacher. No negative feedback was received but I feel that I could have followed up on this more closely.

On the basis of the range of experience on which I wished to draw, the sampling method used for all of the adult questionnaires was again stratified purposive sampling. The questionnaires were sent out digitally. Due to the limited number of administrators and boarding parents who work at the campus the sample groups were again difficult to build.

a) Teacher Questionnaire (Total of 9 sent out; 8 completed and returned)

I selected three teachers from each of the three programmes (PYP/MYP/IBDP). I felt that as the campus is quite small this would provide me with appropriate data for my research without burdening too many colleagues who carry quite a large workload. One teacher within this group was Tanzanian as I wanted to obtain data from a professional from within the host country. One was Kenyan, five were from the UK, one from Canada and one from the USA.

b) Boarding Parent Questionnaire (Total of 5 sent out, 4 completed and returned)

I selected five boarding parents, two male and three female. Three were Tanzanian, one male and two female. One was British and the other from Canada. These five represented the three divisions of the school – PYP; MYP and IBDP.

c) Administrator Questionnaire (Total of 3 sent out, completed and returned)

Due to the fact that the school only has six administrators and a number had already been involved in other aspects of the research project I was only able to include three administrators. One British, one Kenyan and the other from the USA.

Phase 3. Individual Interviews (9 individuals)

As this phase depended on how many major issues grew out of the analysis of the questionnaires, no sample could be created. Following the questionnaire analysis, I

created a total of 52 questions from 9 participants across the adult and student sample groups. I felt that the responses required further clarification to aid my research. All 9 participants agreed to be interviewed individually.

Once I had created my sample groups, I then began to work on the methods by which I would collect the data. The first of these was Focus Groups and in the next section, I will describe the purpose of these within my research, their advantages and disadvantages and the processes used to create both these and the interview guides.

3.6 Focus Groups

Within the field of social research, many terms are used to describe groups utilised for interviews and focus groups (Boddy, 2005), which is certainly confusing. Within this study, I will use the definition of a Focus Group by Krueger and Casey (2009, p.2), who writing from a US perspective state that a focus group study is '*a carefully planned series of discussions designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment.*' It is an opinion-gathering tool where individuals are chosen because they have particular knowledge that the researcher hopes will be shared with him/her. Efficient analysis of the discussions then clarifies perceptions on issues related to the research questions that if required can be explored further. They work best when those involved feel relaxed and respected and are located in a judgment-free environment. The researcher is keen to understand what the participants think and feel about a variety of issues. For some, this is easy and for others, quite difficult as it can be easier to reveal one's honest perceptions in some settings rather than others. Although children are often good at talking about themselves, as they grow up, their responses become affected by peer-pressure (Jourard, 1964, cited by Krueger and Casey, 2009) and this can lead to only the most confident taking part in the discussion. Some participants can actually make up answers to questions due to a lack of confidence. Others can completely take over the discussion, which can limit the data that can be obtained from the group (Barbour, 2007).

For over 20 years, there has been debate regarding the precise definition of a focus group, with the terms 'focus group interview' group interview and focus group discussions often being used to describe this tool. Kitzinger and Barbour (1999, p. 20) describe a focus group as '*Any group discussion may be called a focus group as long as the researcher is actively encouraging of, and attentive to, the group interaction.*' It is important for the researcher to ensure that individuals within the group discuss issues amongst themselves, rather than with the facilitator him/herself as s/he should purely lead the discussion. On reflection, due to my lack of experience, I do think that I inadvertently joined the discussion at times which I can now see could lead to bias.

The questions created should facilitate discussion between group members, all of whom should have knowledge of the issues involved, as well as a variety of experience that will facilitate rich conversation. The researcher must not only focus on pointing out the differences of opinion but also on the dynamics of the group. Is there some form of consensus or are there wide-ranging views on an issue? If the latter, then why is this the case?

It is important for the researcher to give careful thought to the purpose of the Focus Group. In my research, the aim of the Phase 1 Focus Groups was to brainstorm issues that would support the creation of the Phase 2 questionnaires as well as support other aspects of my research. I had selected my research title and questions and therefore knew what the focus of the discussions would be. I gave thought to the

ethical issues involved before creating the groups. These will be discussed later in this section. I chose to use this method at this point in my research, as I needed to obtain the perceptions of those who were most closely involved in both the residential life of the school as well as its wider work. I needed to make sense of these so that I could be sure that the content of the questionnaires would explore the issues related to my research questions. I hoped new ideas and issues would emerge from the discussions and knew that group conversation possessed far more 'energy' than if I had just interviewed the participants individually. (Krueger and Casey, 2009). The use to which I used focus groups in the preliminary stage of my research is quite common, particularly in terms of these informing the creation of questionnaires (Stewart et al. 2007; McLeod et al. 2000; Wacherbarth, 2002).

Although the process of obtaining information via focus groups has many strengths, there are many challenges too. Sometimes, they do not elicit valuable data that can support the next stage of the research design; sometimes individuals change their views during the discussion due to the effect the conversation has on an individual's opinion (Brannen and Pattman, 2005) and it is hard to ascertain that the feedback obtained is actually 'the truth' or are the participants just saying what they feel that the researcher wants them to say, or through fear of disapproval from the group (Smithson, 2000). The data obtained is subjective and can be unreliable. However, I felt that it was important to seek the perceptions of those at the 'chalk face' before finalising the Phase 2 questionnaires. Barbour (2007) states that although often being considered as being on different sides of the '*positive-interpretivist divide*', a number of researchers have stated that questionnaires and focus groups do indeed complement each other. Others, of course disagree, finding it hard to accept that qualitative and quantitative approaches can be combined at all.

During Phase 3 of my research, I chose to use individual interviews to explore the interpretation of and add greater depth to the qualitative data from the questionnaires.

Developing what Stewart et al. (2007) refer to as '*The Interview Guide*', i.e. the plan for the focus group conversation, is a complex task that needs to connect closely to the research questions. I created these guides myself (See Appendix 3a) The purpose of this was to give direction to the conversations and not be purely another version of the questionnaire(s). Interview guides lack the formal structure of questionnaires and certainly do not suggest any form of response to the questions, as is so often the case in questionnaires. It is hard to decide how many questions should be included as this depends on the range of topics to be explored, the language proficiency and age of the participants and the time available. In addition to this formal structure, the researcher may both probe and add additional questions if s/he feels that this would elicit valuable data.

Two of the focus groups used in my research involved students and such an approach is often considered valuable in terms of finding out how children think about a range of issues related to their school (Krueger and Casey, 2009). The literature points to the importance of not having an age difference of more than two years within the focus group as young people develop so quickly in terms of social development and interests over this period. Within the M5/D2 Phase 1 Focus Group, the maximum age difference was three years but as the participants' experience of the school's boarding community was similar, I didn't consider this a major issue. Throughout the focus group discussions, I was conscious of the fact that some of the younger students may have felt intimidated by others in the group due to their age but as students at the school regularly connect with others across year groups, I wasn't too concerned about this. I ensured that I created a separate interview guide in age-appropriate language for the two student focus groups. In order to start the flow of conversation I began

each session with five minutes discussion on issues around their favourite music, sport, video game, etc. I also limited the questions to no more than ten and ensured that the discussion did not last longer than 30-45 minutes. Parental consent was obtained from all focus group student participants and written consent from all adult focus group participants.

Before I used this approach in my formal research, I piloted the Interview Guide (Students PYP) with a group of three P6 students: the M5/D2 guide with four students; two from M5 and two from D2, and the adult guide with three professionals; one teacher, one boarding parent and a Coordinator of one of the three academic programmes, none of whom took part in the Phase 1 group discussions. I reviewed the feedback from the pilots and revised the interview guides accordingly.

3.6.1 – Pilot Focus Group Interviews

The pilot focus group interviews took place between January 31st and February 10th, 2017. I used feedback from these (See Appendix 3b) to finalise my interview guides. The Group 1 (P6) pilot led me to simplify some of the wording within the interview guide, focus on the need to explain the meaning of the terms 'boarding community' and 'administrator' and consider the need to use probing questions to draw out information. The Group 2 (M5/D2) pilot went very successfully and the questions were clearly understood by the participants who provided both rich and interesting feedback. I felt that I needed to approach my role a little more calmly as I felt anxious when leading the groups but otherwise there was no need to make any changes to either the process or interview guide. The Group 3 (Adult) pilot was also successful although I felt that I could talk less and listen more. There was a need to explain that the participants in the formal interviews needed to focus their answers on all aspects of our work in the school and not purely teaching and learning.

3.6.2 – Focus Group Interviews

The focus group interviews which would not only inform the questionnaire design but all my research project as a whole took place from February 14th – 21st, 2017. It was clear from the Group 1 session that the students still found the content quite difficult to understand.

Based on the data, I didn't feel that there was a need to change the content of the first draft of the questionnaire. However, there was a clear need to simplify the wording due to both the level of English within the sample group and the age of the students concerned. This is an aspect of my research design to which I could have paid more attention as I should have checked more carefully on the English language proficiency levels of all participants. As the piloting process had clarified that the questionnaires were likely to be challenging for Upper Primary students due to their English language level I decided to add some M1 (11-12-year olds) into the sample group for this phase of the research.

The interviews with Group 2 (M5/D2) went well and the data obtained proved immensely valuable in terms of my research. Some of the key strengths of the boarding community are – food; the accommodation; the fact that there are both local and international students; the clear rules and regulations; the values that underpin the school and generally low power distance (adults and students engage well together) within the community

Based on this data I included questions in the Group 2 Day Student Questionnaire on the following topics:

- Integration of the boarding community into the day community
- Student Council representation of day student issues
- Student voice

I also added questions to the Group 2 Boarding Student Questionnaire to tease out the following issues:

- If you have been a student at our day only campus and move to our boarding/day campus do you tend to stay with your original friends or develop a range of friendships?
- Are you a weekly or full boarder?
- Do you ever get invited to the homes of day students?
- Do you think that the student voice is really valued at our school?
- Do you think that boys should be allowed in girls' houses and vice versa up to a certain time of the day?
- Which personality traits do you think that boarding develops?

The Group 3 (Adult) interviews contained wide-ranging views on a variety of topics.

Based on this feedback I decided to add questions to the digital questionnaires to tease out the following issues:

- Should the boarding programme be developed to include more time to pursue academic activities, e.g. debates; academic support groups; science clubs, etc? If so, what other academic activities could be introduced?
- Should the school tighten up the rules and regulations connected to students when they are off-campus? If so, how?
- Should the school improve its Child Protection procedures for boarding students? If so, how?
- Staffing levels within boarding houses

As stated earlier, the purpose of the focus groups was to assist in the creation of the questionnaires. In the next section I will describe the purpose of questionnaires within my research and the process by which they can be created.

3.7 Questionnaires

Questionnaires are in common use in research as well as in everyday life. However, they are often constructed badly, with issues related to poorly created questions and a lack of care in design that can lead to the collection of low-quality data (Cohen et al. 2011. Wilson and McLean (1994, cited by Cohen et al. 2011, p.377) clarify the strengths of the tool in terms of them '*providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straight forward to analyse.*' However, questionnaires have their challenges too including the time that they take to create, pilot and revise and the often-low quality of the data collected (Cohen et al, 2007). Ethical issues are of course important and respondents should not be forced to complete a questionnaire. They should be encouraged but also have the right to withdraw at any time during the process. Everyone involved should be informed of all matters related to the

completion of the questionnaire and have the opportunity to weigh up both the advantages and disadvantages of doing so. They should have the right to 'informed consent' defined by Deiner and Crandall (1978, cited by Cohen et al. 2011, p.78) as 'the procedures in which individuals choose whether to participate in an investigation after being informed of the facts which would be likely to influence their decisions'.

I used my own thinking on issues related to the research questions, along with matters drawn from the Phase 1 Focus Group discussions to create separate questionnaires for both students and adults. Some of the questions could be answered utilising a four or five-point Likert rating scale and others were more open-ended, requiring greater detail and description. A Likert scale, named after Rensis Likert (1932) offers a range of answers to a given statement or question, e.g. The boarding programme has a positive impact on the school's activities programme – 1. Strongly Disagree; 2. Disagree; 3. Neither Agree or Disagree; 4. Agree; 5. Strongly Agree. Such scales are often used in research as they provide the opportunity for respondents to give more focused feedback in terms of opinions, perceptions and attitudes (Cohen et al. 2007). The scale has its limitations too, including that one can't assume that a rating of 4 is either felt twice as much, or indeed twice the strength of opinion as a rating of 2 (Oppenheim 1992); the criteria used by someone to decide on a rating level will be different for each individual, and some scales are not balanced in terms of the opportunity to give a positive or negative response.

I also included open questions where those involved had the opportunity to answer the question choosing their own words, e.g. I consider the strengths of the school's boarding community to be: _?

Cohen et al. (2007, p. 330 state:

'An open-ended question can catch the authenticity, richness, depth of response, honesty and candour which.... are hallmarks of qualitative data.'

Newby (2014) points out that although open questions are helpful as they provide respondents with the opportunity for their personal voice to be heard, the researcher is unable to be confident that the actual process of filling in the questionnaire hasn't affected the given answer or indeed that any contribution is indeed honest.

When planning the questionnaires, I had to ensure the following:

- the questions covered all of the matters that I had decided to include
- the questions grew out of my chosen research questions and that each one could be matched to a specific question(s)

I tried to keep the questionnaires simple and used age-appropriate language in those utilised by students (Bell, 2007). I made a real effort not to include more than one problem or idea in any specific question as is so often seen in questionnaires used for market research, and also to keep the questionnaire reasonably short in order to encourage respondents to complete it (Rowley, 2014). I also reflected carefully on the words that I used in each question in order for them not to be considered ambiguous.

I decided to use an online questionnaire as I felt that this would be both efficient and manageable. It would also allow respondents to spend as much time as they liked on the questionnaires and to choose their own location to complete it. I hoped that this would increase the response rate. The platform that I used was Bristol Online Surveys (BOS, 2016), which I accessed through the University of Bath. Sue & Ritter (2012)

clarify the advantages and disadvantages of such questionnaires. I reviewed their comments and have commented upon them, where necessary, as follows:

Advantages

- Low cost, which was not an issue for my research due to the low sample numbers
- Quick to send and complete
- Direct data entry as one creates the questionnaire

Disadvantages

- Reliance on power and the Internet, both of which were very unstable in Tanzania
- Reliance on software, which may be flawed in some way. Hence my decision to use professional software created for academic research
- The prevalence of digital questionnaires forwarded to individuals as part of business market research programmes. This may have been an issue but I didn't think that the majority of my participants would receive many online questionnaires as many were students and in terms of the adults, digital questionnaires are not particularly common in Tanzania

My reasons for utilising an online questionnaire were that it could be created quickly and efficiently and as collecting the data in a timely fashion was important due to both some of the students and me leaving the school at the end of the year. I also felt that it was a cost-effective choice.

Once I had crafted the student questionnaires and those for the three adult groups, I piloted each one. The pilot group (students) consisted of three students, one from each programme (PYP/MYP/IBDP). In terms of the three adult questionnaires, the pilot group consisted of two people from each group. I met with each group after they completed the pilot questionnaires to listen to their feedback and adapted the pilot versions accordingly.

3.7.1 Pilot Digital Questionnaires

Cohen et al. (2007, p. 341) states:

'The wording of questionnaires is of paramount importance and...pretesting is crucial to their success.'

The pilot phase for the digital questionnaires took place between March 20th and March 31st, 2017. One member of each year group, P6/M1; M5 and D2 piloted the student questionnaires. Although one piece of feedback from the P6/M1 group was that two questions seemed very similar, after careful review the content of the pilot questionnaires was not changed. The students from both M5 and D2 appeared to be able to respond appropriately to all questions. However, on review of the feedback it became clear that on all the digital questionnaires it was necessary to change every question requiring a Likert-scale response from a multiple answer, multiple choice question to a single answer, multiple choice question in order to ensure clear single responses to each of these questions. Question 6. on the Boarding Student Questionnaires also needed to be revised to allow multiple answers instead of single responses. The following phrase was also added to this question *'Please select all that you feel are appropriate'*.

In order to ensure that there would be some participants who would be willing to engage in follow-up interviews a consent question regarding this aspect of the research project was added to all questionnaires.

Only one boarding parent piloted the Boarding Parent Questionnaire. One teacher and two administrators piloted the other Group 3 questionnaire, which brought rich and interesting data. Those who took part in this appeared to be able to do so quite easily although one of the participants felt that the size of some of the boxes within the questionnaires was a little small. One of the key issues with this phase of the research was the need for all participants to adhere to the deadlines set for completion and this required a good deal of management on my part.

3.7.2 Online Digital Questionnaires

The online digital questionnaires were sent out between April 1st and May 14th, 2017. A URL link to each questionnaire was sent out by e-mail to each participant, as follows:

Students (35)

Boarding Students	P6/M1 (10-12 Years)	(6)
Day Students	P6/M1 (10-12 Years)	(6)
Boarding Students	M5 (15-16 Years)	(9)
Day Students	M5 (15-16 Years)	(3)
Boarding Students	D2 (17-18 Years)	(7)
Day Students	D2 (17-18 Years)	(4)

Adults (17)

Administrators	(3)
Boarding Parents	(5)
Teachers	(9)

All of the adults involved, as well as all students in both M5 and D2 completed the questionnaires as individuals at their leisure. As the D2 students were preparing for their IB Diploma examinations it was quite hard for them to adhere to the deadline set and I had to re-open the questionnaires. I also had to do this for Boarding Parents, Teachers and Administrators due to their respective workloads. However, the majority of the adults involved completed their questionnaires within the deadline set.

The P6/M1 students completed their questionnaires in one formal session held in the school's IT Lab and supervised by my wife who was a teacher in the Primary School. I was not present for these sessions due to pressure of work. Although these younger students required some assistance in terms of understanding the questions they provided their own responses to each of the questions. I accept that this decision may have had a small effect on the validity of the data collected in this session but I met with my wife before she led the session to discuss the process. She also possessed a good understanding of my research and knew these young students far better than

I did. I am sure that this led to them feeling more comfortable in terms of completing the online questionnaires (Cohen et al, 2007).

Issues regarding validity and reliability are extremely important in any research study and in the next section I will discuss the matters that I had to take into account in my research.

3.8 Validity and Reliability

Cohen et al. (2007, p.134) state that,

'If a piece of research is invalid then it is worthless.' They go on to say that, *'While earlier versions of validity were based on the view that it was essentially a demonstration that a particular instrument in fact measures what it purports to measure, recently validity has taken many forms.'*

Validity, is an important aspect of any piece of research and therefore a requirement for all studies. The researcher has to be confident that if another colleague were to explore the same questions with the same approaches and tools, the results would also be the same (Newby, 2014). The concept is complex as today there are so many different types of validity depending on the scope of the study and the approach and methods used. Winter (2000, cited by Cohen et al, 2011, p. 179) states that in qualitative research, issues related to data validity are tackled through *'honesty, depth, richness and scope of data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher'*. The validity of quantitative data could be improved with time and effort put into sampling and the use of instrumentation that is matched to purpose. Due to bias and human error, the data obtained from any study could never be considered as 100% valid (Cohen et al. 2011).

Cohen et al. (2011) list twenty different forms of validity. Rather than discussing each one, I will focus on the major ones that I feel are directly linked to my case study. I see these to be the following:

- Construct Validity
- Internal Validity
- External Validity
- Cross-Cultural Validity
- Concurrent Validity

3.8.1 Construct Validity

Cohen et al. (2011) focus on the '*articulation of the construct*' (p.188). '*Is my understanding of this construct similar to that which is generally accepted to be the construct?*'

The main construct within both my case study and methods is that of a boarding education and I think that my detailed literature review provided both the reader and me with a full understanding of the concepts involved.

3.8.2 Internal Validity

This can be discussed in terms of both quantitative and qualitative research. It involves the issue of whether any aspect of the data collection process affects its success (Onwuegbuzie and Leech, 2006). My feeling is that the three phases of my study connected together well and allowed me to obtain the data I required to answer my research questions. I constructed the questionnaires with the help of data obtained from a focus group who had knowledge of the school and its residential programme and I have worked in and led boarding schools for many years. The interview guides and draft questionnaires were piloted with other experienced members of the school and I certainly feel that the findings can be trusted. Researcher bias may have been an issue as, as Director of the school I had a sound knowledge of all aspects of school life and entered the research enquiry with my own ideas and perspectives on the research questions. However, I worked hard throughout the process to ensure that any possible bias was minimised.

3.8.3 External Validity

This concept focuses on how well the findings can be 'generalised' to a broader population. (Cohen et al, 2011). As stated earlier, due to the fact that I have approached my research through a case study, and that the samples utilised in all three phases were small, the possibility of generalisation cannot be achieved. However, it is my hope that a level of transferability can be attained, described by Teddlie and Tashakkori (2009, p.26) as '*the transferability of inferences from a particular **sending** context (the research setting) to a particular **receiving** context (other similar settings).*' I am hopeful that some of my findings might be seen as useful to other residential settings in Tanzania, on the continent of Africa as well as in the broader field of international education.

3.8.4 Cross-Cultural Validity

As I was creating the interview guides, and questionnaires, I was conscious that the students and colleagues participating in my research came from a number of different cultures, which could lead to constructs, concepts and vocabulary being misunderstood. However, although some of the participants had not been at the school very long, I felt that the majority had a good understanding of the content of the school's programme and context.

3.8.5 Concurrent Validity

Concurrent Validity is the using of multiple sources of data gathering instruments to provide triangulation, defined by Newby (2014, p.130), as a process by which you '*Validate a claim, a process or an outcome through at least two independent sources.*' As I used focus groups, online questionnaires and individual interviews I felt the level of concurrent validity was appropriate.

3.8.6 Reliability

Cohen et al. (2011, p. 199) define reliability as *'essentially a synonym for dependability, consistency and replicability over time, over instruments and over groups of respondents.'* As the researcher, it is my job to ensure that if the study were to be led with a similar group of individuals, in a similar location, then the results would also be similar. (Cohen et al, 2011). Although such techniques are commonly linked to quantitative research, they can also be connected to data regarded as qualitative (Teddle and Tashakkori, 2009). To reduce the effect of possible researcher bias, which can be a source of unreliability in some research, I reflected on this regularly and carried out checks with those actively involved in the research as well with other senior colleagues (Senior Management Team) to review the findings and any conclusions that I made.

Reliability issues in terms of interviews tend to focus around the level of structure of the interview guide and the problem of bias (Silverman, 1993). Oppenheim (1992) provides many examples of issues that cause interview bias, including those related to sampling, a negative relationship between those being interviewed and the interviewer, and biased probing combined with poor prompting. Leading questions are also another issue as it is so easy to suggest what an answer should be through the wording one uses in the question. I reflected on these matters carefully before beginning each phase of my research.

As my research involved working with students in all phases of my research, I will discuss some of the issues pertinent to this in the next section of the chapter.

3.9 Research with Children

Research with children does not automatically require specific methods to be utilised as, like adults, children too can fill in questionnaires and be involved in interviews. However, as with all research, the methods must match the research questions as well as the participants. In the past, the lives of children and their experience of childhood has been explored through the reflections of adults who care for them which of course led to the researcher failing to obtain data on a child's personal perspective on his/her life (Christensen and James, 2008; Kay et al. 2009). In the last 20 years however, there has been a move towards viewing children as research participants, independently of their age (Christensen, 1994). As Solberg (1996, cited by Christensen and James, 2008, p. 3) states in terms of her decision to not to take age into account in her research:

'Our concept of such qualities should not influence ways of approaching children in social science research.'

This is supported by Alderson (1995, cited by Christensen and James, p.3) who:

'Argues strongly for research with children to be carried out with equality, insight and respect.'

She focuses on the importance of listening to children's voices on their direct experiences. Christensen and James (2008 p. 8) focus on the thinking of the author of *'The Little Prince'*, (1945), Antoine de Saint-Exupery, who felt that:

'Grown-ups cannot, on their own, understand the world from the child's point of view and therefore need children to explain it to them.'

I suggest that in my own research, the view of a Boarding Parent and a student on the same issues may not be the same as their direct experience of the residential environment would involve very different interactions and conversations. This comment was indeed borne out by the data obtained from adult and child participants. Cohen et al. (2007) also support this view but clarify that children and adults are different in terms of their experience of life, concentration and attention span, thinking and language development and their ability to recall information (Arksey and Knight, 1999). In terms of interviewing children, trust is the key, as is the need to build confidence and to make the experience both enjoyable and relaxing. One needs to use language which is appropriate to the children involved, to give them 'thinking time' and use methods that are best suited to obtaining quality data to support the research questions. As Cohen et al. (2007, p. 374) state, these might include:

'drawing, playing, writing, speaking, playing a game, using pictures, newspapers, toys or photographs.'

The choice of interview location is important too, as child participants need to feel that they are in a totally non-threatening environment (Christensen and James, 2008; Cohen et al, 2007). Group interviews provide a situation for children to challenge and extend each other's thinking and the focus here needs to be on making the setting as natural as possible, particularly for younger children. Ideally, the questions used should be open-ended in order to obtain rich data, which is obtained if participants have the opportunity to provide as much information as possible. Single answer responses should be avoided. Other techniques could be used such as *projection* where the interviewer can utilise pictures or photographs to draw out effective responses from the participants. There are, of course a number of challenges involved with interviewing children including the following:

- The power difference between the interviewer and interviewees
- The ability for children to be distracted
- The need to be able to interpret children's responses accurately
- The need for children to say what they really think rather than what they think that the researcher wants to hear

In terms of the number of children involved, about six or seven appears to be ideal although the group might be smaller for younger children in order to make it both less threatening and more manageable (Lewis, 1992). When creating questionnaires for young people, I felt that it was important not to make the questionnaire too long or children would see the task as too challenging and not take it seriously. Age-appropriate language was used and consideration given to the needs of English-language learners (Cohen et al, 2007).

Validity and reliability are also important concepts when carrying out research with children as one needs to ensure that the data obtained actually provides the child/ren's perspectives as accurately as possible. In order to achieve this, the wording of questionnaires/interviews needed to be given very careful consideration as did the methods utilised to obtain the required data. (Lewis and Lindsay, 2002)

3.10 Ethical issues with Children

Ethics and research with children need to be given the same attention as any participant. A number of research associations publish guidelines, which need to be followed when carrying out research projects. These include, the British Educational Research Association (BERA, 2011). Lewis and Lindsay (2002, p. 11) point out that

within the BERA guidelines *'Only one of the seven sections...makes reference to participants as its focus.'* Under item 8 of this section, it states that *'Care should be taken when interviewing children and students up to school leaving age; permission should be obtained from the school, and if they so suggest, the parents.'* (BERA, 1992, p.2) One needs to ask of course, what does taking 'care' mean in terms of carrying out research with children and should not 'informed consent' (see below for definition) always be obtained from parents even if the school doesn't think that it is necessary? In my own study I obtained consent from both the school and parents or boarding parents (or from students themselves, if over 18) before beginning my research with students.

3.11 Ethical Issues (General)

As stated in section 3.10, the ethical guidelines for research participants should be similar for all, independent of age and it is important for the researcher to adhere to the guidelines created by an institute of higher education or professional organisation. Homan (1991, cited by Lewis and Lindsay, 2002, p. 155) defines ethics as:

'The science of morality; those who engage in it determine values for the regulation of human behaviour.'

The research process was informed throughout by reference to the British Educational Research Association guidelines (BERA, 2011).

Ethical issues can arise in quantitative, qualitative or mixed methods research but as qualitative research can focus on people's lives in more depth, it can be said that they might have greatest impact on approaches linked to this paradigm (Punch, 2005). Such research can be extremely sensitive and, as in my own research might touch the participant's lives intimately. It is therefore important to consider such issues very seriously.

Cohen et al. (2007, p.51) state that the following matters need to be given careful consideration as one prepares one's research study:

- *'Informed consent'* - Defined by Deiner and Crandall (1978, cited by Cohen et al. 2008, p. 53) as: *'the procedures in which individuals choose whether to participate in the investigation after being informed of the facts that would be likely to influence their decisions.'*
- *'Gaining access to and acceptance in the research setting'*
- *'Non-maleficence'* – no harm should be done to anyone participating in the project
- *'Beneficence'* – Will the research bring any benefit to anyone and if so whom?

In my study, I obtained informed consent (See Appendix 3c) from all participants personally and in the case of students, parent/boarding parent permission was also obtained. I worked with the Chair of the Board and the Head of Campus to obtain formal permission to carry out my research and took great care not to harm anyone involved. I am hoping that my research will benefit the school in which the research took place and possibly other similar schools on the continent and elsewhere in the world.

Two other key issues related to ethics are anonymity and confidentiality. Anonymity is defined by Cohen et al. (2008, p.64) as *'Information provided by participants should in no way reveal identity'* and the main way of ensuring this is by not identifying the

names of any of the participants. As I knew the names all of those involved in the focus groups and individual interviews I could not ensure anonymity. However, unless those who took part in the online questionnaires agreed to include their name, all data obtained from this method was indeed anonymous. All names used throughout this thesis are pseudonyms, in order to protect the anonymity of research participants.

Confidentiality means that the researcher will ensure that although s/he may know the identity of some/all of the participants or can identify their names from the information provided, the general public will not be able to make this connection. It was therefore incumbent upon me to clarify this concept carefully with all those involved. In all of the letters that I sent out to parents I stated that all data collected would be confidential to me alone.

3.12 Data Analysis

Mason (1996, cited by Mauthner and Doucet, 2003, p. 414) describe data analysis as:

'A range of techniques for sorting, organizing and indexing qualitative data.'

They go on to focus on the process often being considered as being somewhat mechanical. When digital software is utilized, what should be an interpretative, subjective task, based on the theoretical, ontological and epistemological beliefs of the researcher, becomes more focused on objectivity. I support their argument that data analysis should involve the researcher utilising thoughtful reflexivity as well as mechanical methods. As Strauss and Corbin (1990, cited by Mauthner and Doucet, 2003, p. 418) state:

'The trouble is that researchers often fail to see much of what is there because they come to analytic sessions wearing blinders, composed of assumptions, experience, and immersion in the literature.'

With over 20 years' experience of residential education, over 45 years as an educator and having spent a number of years engaged in my postgraduate study and research, this an aspect on which I reflected as I carried out the analysis of my data. Once the data from the three phases of the study were obtained, I gave careful consideration to the processes that best suited their analysis.

Phase 1 - Focus Groups

As the conversation covered a range of topics and involved a number of people talking quickly and often at once, I recorded the interviews using the Voice Memo software on my iPhone and transcribed each one. As I knew all of the participants within each Focus Group along with the names of all those who took part, I found it quite easy to identify individual respondents. I then drew out the themes and sub-themes that linked directly to each research question and drew up templates (See Appendix 3d) to assist with the management of a wide range of data. Transcribing the interviews was difficult and time-consuming. Cohen et al. (2007) list the difficulty of analysing data from focus groups as one of a number of drawbacks to using this method.

Phase 2 - Questionnaires

Youngman, (1982, cited by Bell, 2008, pp. 137/138) lists seven types of question that require specific forms of analysis and data presentation:

'list, category, quantity, ranking, grid, scale and verbal.'

The following types of question were used within the digital questionnaires: list, category, quantity, scale and verbal and analysed accordingly. Copies of each of the digital questionnaires can be found in Appendix 3e.

Cohen et al. (2007, p. 461) states, *'There is no single or correct way to analyse and present qualitative data; how one does it should abide by the issue of fitness for purpose.'*

Clearly the analysis of qualitative data focused on the interpretations of individuals and these varied from one person to another. The purpose of the researcher's analysis of the data from the questionnaires was to summarize the opinions and ideas of the three different groups – (1) Students (P6 & M1); (2) Students (M5 & D2); (3) Teachers; Administrators and Boarding Parents, through the generation of themes and sub-themes, and to examine similarities and differences of view. Using both the tools within the Bristol Online Surveys (BOS, 2016) and the thematic analysis of qualitative data, each question within each group was analysed (See Appendix 3f and 3g). To assist me in the analysis of the open-ended questions I drew up a matrix for each group linking the qualitative data to key words (codes) and specific research questions (See Appendix 3h).

When analysing the quantitative data from the questionnaires I used a 'Weighted Mean' defined by King et al. (2013, p.723) as *'The mean obtained when different classes of observations or quantities are given different weights (are multiplied by different factors) in the calculation.'* I used this on the Likert Scale data where the percentages for Strongly Disagree and Strongly Agree were weighted twice as much as those for Disagree and Agree before appropriate calculations are made. I did this as the sample size of each of the questionnaire groups was small and I wanted to give the opinion of those who felt strongly about a statement what I considered to be appropriate weight.

The figures attached to the 'Weighted Mean' can be explained as follows:

> 1.0	Strongly Agree
0 to 1.0	Agree
0 to -1	Disagree
< -1.0	Strongly Disagree

An example of a 'Weighted Mean' calculation is as follows:

The school's boarding programme increases the breadth of sporting activities in which I can get involved. (Questionnaire – Boarding Students [M5-D2] (Final) – Question 10)

		No. of Opinions	
SD	Strongly Disagree	1	(7.7%)
D	Disagree	3	(23.1%)
NAD	Neither Agree nor Disagree	3	(23.1%)
A	Agree	5	(38.5%)
SA	Strongly Agree	1	(7.7%)

To obtain the 'Weighted Mean' I carried out the following calculation;

$38.5\% + (2 \times 7.7\%) - 23.1\% - (2 \times 7.7\%) = 15.4\%$ which when converted to a decimal rounded to two decimal places provides a weighted mean (WM) of +0.15 (Agree).

Punch (2005, p.199) states that coding is,

'The process of putting tags, names or labels against pieces of data. The pieces may be individual words, or small or large chunks of data.'

Similarities and differences were then explored which allowed me to draw out the findings and conclusions.

Phase 3 – Individual Interviews

In order to analyse the individual interviews (See Appendix 3i), I recorded and transcribed each one. The data was then attached to the appropriate theme/sub-theme drawn out from the digital questionnaires. I used the Voice Memo software on my iPhone to record the interviews. The transcription process involved me listening to the recorded interviews through earphones, starting and stopping the feedback regularly as I typed the recorded data into a Word document on my laptop.

Throughout this phase of my research I was aware that the 'power-distance' between the participants and me could have led to me only receiving the information that they thought that I wanted to hear. As stated elsewhere in this thesis due to the trust and respect that I had developed within the community as a whole, this was unlikely. Nevertheless, our respective roles in school need to be acknowledged as a potential limitation, although I made every effort throughout the study to minimise this as a cause of concern with respect to the validity of the data gathered and the findings drawn from them.

All those who gave me specific permission on the questionnaire to talk to them personally could have been asked to meet with me for an individual interview. Having reviewed all of the questionnaires, I actually followed up with those whose data I felt with further exploration would likely to be particularly illuminating. No one turned down my request to speak with me.

Chapter 4.0 Data Presentation and Analysis

4.1 Introduction

In this chapter, I will present the findings utilising the following framework based on the four research questions. This chapter will be separated into five sections, as follows:

- 1) The opportunities of living/working in an international school with a boarding community (Research Question 1)
- 2) The challenges of living/working in an international school with a boarding community (Research Question 1)
- 3) The impact that living/working in an international school with a boarding community has on its members (Research Question 2)
- 4) Strategies that could be put in place by the school to maximise opportunities and to provide appropriate support and pastoral care for the student community (Research Question 3)
- 5) Strategies that could be put in place by the school to ensure that teachers, boarding parents and administrators are provided with an appropriate organizational framework and culture that allows them to carry out their professional responsibilities efficiently and effectively (Research Question 4)

As in Chapter 3, throughout this chapter I make reference to three research groups and link them to one of each of the three phases of my project:

Group 1: P6 & M1 Boarding and Day Students

Group 2: M5 & D2 Boarding and Day Students

Group 3: Adults (Teachers, Administrators and Boarding Parents)

After each pseudonym, which I assigned to the respondents whose data has been used in my research to protect their anonymity, I have placed a code in parentheses, e.g. (Group 2 – Q). In this case, this means the respondent is either a boarding or day student in M5 or D2 and I obtained the data from a questionnaire. (Group 3 – FG) means that the data was taken from the adult focus group (Teacher, Administrator or Boarding Parent).

See Appendix 4a for a list of the data analysed under each research question.

Data were collected in three phases:

Phase 1: Focus Groups

There were three separate groups as stated above.

It should be noted that as the Focus Groups were small and I knew a lot of the participants quite well, when I transcribed the voice recordings I could allocate a name to each piece of data. I practiced this at the beginning of each transcription task.

Phase 2: Online Questionnaires

I sent out 6 online questionnaires – See Table 4.1.1 below:

Table 4.1.1 Online Questionnaires (52)

		Sent	Received	Incomplete	Total
Students (35)	P6 & M1 Boarders	6	6	1	6
	P6 & M1 Day Students	6	4		6
	M5 & D2 Boarders	16	13	1	16
	M5 & D2 Day Students	7	7	1	7
Teachers (9)	PYP	3	3		3
	MYP & IBDP	6	6	1	6
Administrators (3)		3	3		3
Boarding Parents (5)		5	5	1	5

Phase 3 Individual Interviews

I carried out nine individual interviews.

Quantitative Data Analysis

The quantitative 'Weighted Mean' data that is directly linked to my analysis is tabulated for each of the four groups in terms of strength of agreement/rank order in Tables 4.1.2 – 4.1.5 below. I also included in the third column of each table, the statements to which research participants were asked to respond.

Within Tables 4.1.2 – 4.1.5 the following abbreviations are used:

SA: Strongly Agree

A: Agree

NAD: Neither Agree or Disagree

D: Disagree

SD: Strongly Disagree

Table 4.1.2 'Weighted Mean' Data (Online Questionnaires)

Boarding Students – Group 2 Data (Unless stated otherwise)		
Weighted Mean	Agreement	Questionnaire Statement
+1.6	SA	'Boarding helps me with my learning.' (Group 1 students)
+1.4	SA	'Boarding parents have the time to get to know their students well' (Group 1 students)
+1.2	SA	'Being a boarder makes it easy for me to develop friendships when I am at school.' 4/5 rated 'A' or 'SA' (Group 1 Students)
+1		
+1.0	A	'I have many friends within the day student community.'
+1.0	A	'I feel that I live in a safe and secure environment.' (4/5 rated 'A' or 'SA') (Group 1 students)
+0.85	A	'The school boarding programme has a positive effect on the relationships that I can build within the school.'
+0.8	A	'Boarding parents have the time to care for their students.' (Group 1 students)
+0.6	A	'Being a boarder increases the number of activities that I can join.' (Group 1 students)
+0.6	A	Being a boarder allows me to join in more sporting activities.' (Group 1 students)
+0.42	A	'Boarding parents have the time to get to know their students.'
+0.39	A	'I feel that I live in a safe and secure environment.' (7/13 rated 'A' or 'SA')
+0.2	A	Teachers spend more time with boarders than with day students.' (Group 1 students)
+0.15	A	'Being a boarder increases the number of activities that I can join' (4/13 rated 'D' or 'SD')
0		
0	NAD	'Boarding parents have the time to care for their students.'
-0.2	D	'Administrators spend more time supporting boarders than they do day students.' (Group 1 students)
-0.54	D	Teachers spend more time with boarders than with day students.' (7/13 rated 'D' or 'SD')
-1		
-1.08	SD	'Administrators spend more time with boarders than they do with day students.'

Table 4.1.3 'Weighted Mean' Data (Online Questionnaires)

Day Students – Group 2 Data (Unless stated otherwise)		
Weighted Mean	Agreement	Questionnaire Statement
+1.5	SA	'I feel that boarding students live and work within a safe and secure environment.' (6/6 'A' or 'SA')
+1		
+1	A	'I feel that the Student Council raises questions that are important to day students as well as boarders.'
+1	A	'The boarding programme helps to build friendships between day and boarding students.' (Group 1 students)
+1	A	'The school's boarding programme has a positive effect on the relationships that I can build with students within the school.' (All six students agree)
+0.83	A	'I feel that the boarding community has a positive impact on the sports and activity programmes within the school.'
+0.67	A	I have many friends within the boarding community.' (5/6 rated 'A' or 'SA')
+0.67	A	'The boarding community increases the breadth of activities in which I can get involved.'
+0.67	A	'Having boarders in the school is good for my learning.' (5/6 rated 'A' or 'SA')
+0.5	A	Having boarders in the school is good for my learning.' (Group 1 students)
+0.5	A	'Administrators spend more time supporting boarders than day students.'
0		
0	NAD	'Administrators spend more time supporting boarders than day students.' (Group 1 students).'
0	NAD	Teachers spend more time supporting boarders than day students.'
-1		
-1.2	SD	'I am regularly invited to participate in events arranged for boarding students.' (5/6 rated 'D' or 'SD')

4.1.4 'Weighted Mean' Data (Online Questionnaires)

Boarding Parents		
Weighted Mean	Agreement	Questionnaire Statement
+1.75	SA	'I feel that the boarding programme has a positive impact on the school's activities programme.'
+1.5	SA	'I feel that boarders live in a safe and secure environment.'
+1.5	SA	'I feel that the boarding programme has a positive effect on the school's culture and environment.' (2 rated 'A' and 2 'SA')
+1.5	SA	'I feel that the boarding programme has a positive impact on the school's sports programme.'
+1.25	SA	'I feel that boarding students have appropriate opportunities to develop friendships with day students.'
+1		
+0.75	A	'Boarding parents can develop appropriate partnerships with teachers.' (3 rated 'A' or 'SA' and 1 'SD')
+0.5	A	'I feel that day students have appropriate opportunities to develop friendships with boarding students.' (3 rated 'A' and 1 'SD')
+0.25	A	'I feel that I have time to care for the needs of all of the students in my boarding house.' (2 rated 'A' or 'SA' and 2 'D')
0		
-1		

4.1.5 'Weighted Mean' Data (Online Questionnaires)

Teachers and Administrators		
Weighted Mean	Agreement	Questionnaire Statement
+1.25	SA	'I feel that boarders live within a safe and secure environment.'
+1.25	SA	'Boarding parents know each of the students for whom they are responsible.'
+1.1	SA	'The boarding programme has a positive impact on teaching and learning.'
+1.08	SA	The boarding programme has a positive impact on the school's activities programme.'
+1		
+0.83	A	'The boarding programme has a positive effect on the school's culture and environment.' (8/12 rated 'A' or 'SA')
+0.75	A	'The boarding programme has a positive impact on the school's sports programme.' (9/12 rated 'A' or 'SA')
+0.67	A	'I think that day students make friends with boarders quite easily.' (8/12 rated 'A' or 'SA')
+0.67	A	'There are many opportunities to communicate with boarding parents.' (8/12 rated 'A' or 'SA')
+0.58	A	'I think that boarders make friends with day students quite easily.'
0		
0	NAD	'I spend more time caring for the needs of boarders than I do for day students.'
-0.5	D	'I develop partnerships with the parents of boarding students as easily as I do with parents of day students.' (7/12 rated 'D' or 'SD')
-1		

An analysis of the data in Tables 4.1.2 – 4.1.5 both in terms of each group and the commonalities and differences between them drew out the following:

Boarding Students

Two of the comments which have the strongest agreement are concerned with the construct of human relationships, both professional and personal and one focused on the quality of learning. The three with the strongest disagreement are connected to the attention that they receive from teachers and administrators. Older boarders do not feel that teachers and administrators spend more time with them than they do with day students. It should be noted however that younger students do feel that this is the case but not strongly. The fact that older boarders neither agree, nor disagree that boarding parents have the time to care for their students, although they feel that they know them well, further demonstrates that boarders feel that they might benefit from greater support from adults.

Day Students

The strongest agreement is connected to the safety and security of boarding students and this may be due to the number of security staff that they see working at the school. There are also quite stringent rules regarding access to boarding houses and for signing out of the campus.

The comment with the strongest disagreement is linked to day students not feeling that they can participate in events arranged for boarders, an issue upon which the school leadership might reflect. The data points to both day students and boarders feeling that they can develop friendships across the two groups with younger day students feeling quite strongly about this. Some of the qualitative data however leads us to think differently. Day students feel that the fact that there is a boarding community in the school has a positive effect on learning but not quite so strongly as boarders. A number of day students do not feel that administrators spend enough time on their issues and that, like boarders would like to receive more of their time and attention.

Boarding Parents

The boarding parents also feel that the level of safety and security is high although it should be remembered that the sample was small. They also feel that the boarding programme has a positive impact on the school's culture, activities and sporting programmes. This may have been because they lived on campus and were closely connected to all of these. They felt that boarders can make friends with day students quite easily but day students found this more challenging, probably due to the fact that boarders already have many friends within the boarding community. The lowest agreement was linked to the time they have to care for the students and this is an area that I comment on in more detail later in the chapter. However, they feel that they can develop appropriate links with teachers which is clearly good for the boarding students.

Boarding parents were not highly critical of the boarding programme. This may have been due to the fact that is an area of the school's work for which they are responsible.

Teachers and Administrators

This group also see the level of safety and security as a strength and that the boarding community has a positive effect on teaching and learning and the sports and activities programmes. They feel that boarding parents have the time to know their students well. Interestingly, they did not agree nor disagree that they spent more time with boarders than day students. The strongest disagreement is linked to their feeling that they do not develop the same partnerships with the parents of boarders as they do with the parents of day students which of course is more difficult as they live further away and sometimes out of Tanzania. They also feel similarly to boarding parents that boarders make friends with day students quite easily but day students find it more challenging to develop friendships with boarders. They also feel that they have many opportunities to communicate with boarding parents.

Teachers and Administrators were also limited in terms of their negative comments about the boarding programme but a number of the participants were involved in leading or working closely with it and therefore did not wish to be critical. Alternatively, they may have felt that they were doing their best in difficult circumstances.

Commonalities and Differences

The concept of 'friendship' is important to all participants, as are matters of relationships between students and boarding parents, teachers and/or administrators. Teachers and administrators feel that there is a need to develop stronger partnerships with the families of boarding students. Schools are people focused and when some adults and students live and work on campus, human relationships will always lie at the heart of the community. The other major commonality is the focus on the quality of the programme in terms of teaching and learning, activities and sports. There will always be more to do but in general, the 'weighted mean' data clarifies that the majority of the participants are proud of what their school achieves.

Day students mention the fact that they are not regularly invited to participate in activities with boarders although this is not raised by other groups, possibly as it may not seem important to them, or in terms of boarders, they are happy with the current situation, seeing the activities as special to them. This matter does not help to bring the whole school together and I think that it is interesting that in so many other ways, all participants are focused on the development of a whole school community. Welcoming day students to boarder activities might help to achieve this for all members of the school.

Qualitative Data Analysis

As the qualitative data collected in the focus group interviews was extensive I collected the data together under each research question through the use of a colour coding system. I also created data analysis tables (See Appendix 3d) for each research question, per research group with sub-themes that assisted me in allocating the data to specific research questions. In addition, I created a Consolidated Feedback Matrix for the open-ended questions within each questionnaire (See Appendix 3h) which helped me to draw data down to key words which also assisted me in allocating the data to specific research questions. These documents helped me to draw out the key themes that emerged from the data, underpinned by those within the conceptual framework of my research. In addition to these, I drew up a matrix for each questionnaire that matched each question within it to the appropriate research

question(s) to indicate the spread of the research questions across each questionnaire (See Appendix 4b).

In places throughout both this analysis and Chapter 5 – Discussion and Conclusions, I have made a range of comments which draw on both my professional experience over many years in various schools and also more directly on my particular experience as School Director and Chair of the Senior Leadership Team (SLT) between 2012-2017.

The analysis under each section (4.2 – 4.5 inclusive) is informed by data obtained from boarding students, day students, boarding parents, teachers and administrators from each of the three phases of the study.

The data from my research has been analysed according to the themes that were drawn out through the Focus Groups, Questionnaires and Individual Interviews as well as to those in the conceptual framework established earlier.

4.2 The Opportunities of Living/Working in an International School with a Boarding Community (Research Question.1)

What do the students, teachers, boarding parents and administrators at the school think are the opportunities and challenges of living/working in such a school?

The qualitative data collected using each method was colour coded 'orange' for inclusion in this section.

4.2.1 The School is a home as well as a place of learning

Quantitative Data

The boarding programme has a positive impact on the school's culture and environment

(+1.5 Strongly Agree) (Boarding Parents – Q)

The boarding programme has a positive impact on the school's culture and environment

(+0.83 Agree) (Teachers and Administrators – Q)

Qualitative Data

The feedback from boarders on this theme is as follows:

Simon (D2) states that, '*You are in school yet somehow you still feel at home... you have boarding parents who are like your second parent and your friends are like brothers and sisters.*' (Group 2 – Focus Group) (Group 2 – FG). This connects to White (2004, p. 76) who states that both students and staff benefit from relationships that tend to be '*personal, informal, and involve the entire human personality.*' Phoebe (D2) states, '*I am more comfortable around people whom I haven't met for the first time, as ...I was an only child for a long time.*' (Group 2 - II). All 5 P6/M1 boarders feel boarding parents have the time to get to know their students and I would support this as I was constantly impressed by the dedication of those who cared for our youngest students. The school provides a family environment and a strong sense of community, factors considered important in other related research (Martin et al, 2014; Bronfenbrenner, 1970; White, 2004). Anna (D2), a weekly boarder feels that she has the best of both worlds, with a foot in both camps; home and school. (Group 2 - FG).

A Boarding Parent supports the above comments as follows:

'Having a boarding community as part of the school makes for a vibrant, strong community. It is a social centre, it's a community centre and so there are always things happening.' (Group 3 - FG). She supports this through her questionnaire response by saying that *'Our boarders are happy students. For many, it is 'home' and they enjoy their life here.'* (Group 3 - Q). Another Boarding Parent describes the boarding community as *'A friendly and supportive environment'* (Group 3 – Q).

Three out of four boarding parents feel that working in such a community provides opportunities to develop both as people and professionals in areas such as patience, compassion, cultural understanding and student behaviour and having lived on campus I would support this, character traits that I also saw strongly developed in my two daughters. In addition, all four boarding parents felt that boarders have appropriate opportunities to befriend day students (Group 3 - Q) However, when asked whether day students have the opportunity to develop friendships with boarders, only three of the four boarding parents agreed (Group 3 - Q). I feel that this is an area that would benefit further research as more could be done to bring the day and boarding students closer together.

Teachers and administrators see the school's sense of community as a major strength of the school, something which I felt myself throughout my five years on campus. Jeremy, who teaches within both the MYP and IBDP programmes comments on how *'The boarding community contributes to the sense of community and contributes to making the culture and environment of the school more positive'* (Group 3 - II) and Pauline, an administrator focuses on the fact that she likes *'Going to meals and chatting with former students.'* (Group 3 – FG). She considers the boarding community to be *'a positive thing'* as *'the balance is right'* in terms of community. Another administrator, David (Group 3 – FG) comments on the fact that *'You've got an environment where school is a very significant part of students' lives. They are committed to being in school and so you see that commitment through the students and that makes a real community. It is the relationship that we can build up with students in a whole sense and that is a much more meaningful community.'* Bass (2014, p. 26) supports this statement by commenting *'Students reported greater comfort level in communicating with adults. After time, most students learned to see adults as friends; more human.'* Betty, a new MYP/IBDP teacher (Group 3 – FG) who has never worked in a boarding school before states that *'I like it because even on weekends.... I like seeing kids in an informal way and it really adds a huge amount to me about how I see them.'* This is supported by a more experienced MYP/IBDP teacher, Jacqueline, (Group 3 - FG) who comments that *'I find it fulfilling to be in contact with students outside the classroom. You know, just informally, even just walking through the school.'* This connects well with Attribution Theory, which as noted in Chapter 2 focuses on how the action of other agents (teachers, parents, etc) who work with or are close to the student affect how students perform both inside and outside the classroom (Schell et al, 1995; Weiner,1986), and Self-Determination Theory (Martin & Dowson, 2009). They state that the theory is *'One of the most explicit in its recognition of relatedness as a fundamental ingredient of motivation.'* (p.335)

Betty commented on how students also see teachers in a different light, e.g. at the swimming pool. She lives close to the school and therefore her children have developed friendships within the boarding community. She enjoys meeting boarding parents informally and discussing a range of issues with them. Her own son would like to be a boarder *'As he tells me pretty much every chance that he gets.'* (Group 3

- FG). The above comments connect well to the research carried out by White (2004) and Bronfenbrenner (1970) on teachers' and students' attitudes to boarding.

4.2.2 The school helps to build friendships across the community

Quantitative Data

Being a boarder makes it easy for me to develop friendships when I am at school
(+1.2 Strongly Agree) (Group 1 Boarders-Q)

I have many friends within the day community' (+1.0 Agree) (Group 2 Boarders-Q)

The boarding programme helps to build friendships between day and boarding students
(+1.0 Agree) (Group 1 Day-Q)

The school's boarding programme has a positive effect on the relationships that I can build with students within the school
(+1.0 Agree) (Group 2 Day-Q)

I have many friends within the boarding community
(+0.67 Agree) (Group 2 Day-Q)

I feel that boarding students have appropriate opportunities to develop friendships with day students
(+1.25 Strongly Agree) (Boarding Parents-Q)

I feel that day students have appropriate opportunities to develop friendships with boarding students
(+0.5 Agree) (Boarding Parents-Q)

I think that day students make friends with boarders quite easily
(+0.67 Agree) (Teachers and Administrators-Q)

I think that boarders make friends with day students quite easily
(+0.58 Agree) (Teachers and Administrators-Q)

Do you visit day students at their homes?
(Yes 9: No:4) (Group 2 Boarders-Q)

Qualitative Data

In responding to the questionnaire, 4 M5/D2 day students (Group 2 - Q) state that they would like to be part of the school's boarding programme with the main reasons for this being having friends within the boarding community, a positive environment for study and the opportunity to focus more on learning. An M5 student comments that 'According to (a Middle Manager), 'boarders' grades are on average higher than the day students.' A D2 student (Day Student - Q) states that, 'Overall, ...the boarding community has a positive impact on the school. It brings people closer together, it gives students better opportunities and makes the school more like a family.' (Group 2 - Q). This connects to the work of Stern (2013) who describes schools as households, defined by Merriam Webster (2019) as, 'a social unit composed of those living together in the same dwelling'. Another D2 student states that 'I have been here for 14 years and I think that it is easier to make friends with boarders than day students as they live in their own areas of the town.' (Group 2 - FG). Marcia (D2) has

clearly enjoyed much of her time at the school stating *'I have found the teachers to be extremely helpful, very understanding...and found the Administration to be extremely welcoming. I have felt supported.'* (Group 2 – Individual Interview) (Group 2 – II).

Two younger day students also focus upon the opportunity to make friends, with one (M1) saying *'I would enjoy always being around my friends and living with them,'* and another (M1) that she would enjoy having *'someone (a boarder in her boarding house) in the same class as me to help me with my homework.'* (Group 1 – Q). This is consistent with a point made by Hey (2010) who argues that friendship is one of the few aspects of life over which young students can use social control. Proximity to the school increases the chances to make friends within the boarding community. It should be noted however that none of the 4 P6/M1 day students would like to be a boarder, with Marjorie stating *'I like living at home with my family'* and Dorothy, *'I would miss having pets and being around my family.'*

I was always concerned about whether day students found it easy to make friends with boarders due to the close friendships made between the boarders themselves. My two daughters (day students), who were aged 7 and 10 when we joined the school had many friends within the boarding community but they lived on campus, though not as part of the boarding community.

Jacqueline (Teacher) has two young children and feels that they do not see any difference between day and boarding students due to their age. 7/12 Teachers and Administrators agree or strongly agree that boarders make friends with day students. 8/12 feel the same about day students making friends with boarders (Group 3 - Q).

4.2.3 The School provides a diverse community in which to live and work

Quantitative Data

No quantitative data were gathered relating to this theme.

Qualitative Data

One boarding student sees the school's diversity as a strength (Group 2 Boarders-Q). One Boarding Parent admires *'The multicultural community life, it is the best environment to prepare students to be self-dependent which will help them adjust to the university life.'* (Group 3 - Q). This is supported by another who values *'The unit of students in all nationalities.'* An opportunity focused on by Pauline (Administrator) is the fact that the boarding community is made up of many Tanzanian students which she feels makes it interesting. She likes the way that primary students are invited to local birthday parties and to go on family trips with day students, an aspect of the students' lives of which I was unaware (Group 3 – Q).

4.2.4 The School provides a safe and secure environment in which to live and work

Quantitative Data

I feel that I live in a safe and secure environment
(+1.0 Agree) (4/5 rated 'A' or 'SA' (Group 1 Boarders-Q)

I feel that I live in a safe and secure environment
(+0.39 Agree) (Group 2 Boarders-Q)

I feel that boarding students live and work in a secure environment
(+1.5 Strongly Agree) (Group 2 Day-Q)

I feel that boarders live in a safe and secure environment
(+1.5 Strongly Agree) (Group 2 Day-Q)

I feel that boarders live within a safe and secure environment
(+1.25 Strongly Agree) (Teachers and Administrators-Q)

Qualitative Data

Some Group 2 day students see that living in a safe, secure environment, with one (D2) (Group 2 - Q) commenting that *'The boarding program offers a safe, interesting, in many cases loving environment in which students can grow academically and socially.'*

Boarding parents strongly agree that boarders live in a safe, secure environment (Group 3 - Q) although it should be noted that in my opinion this was not the view of all boarding parents with whom I worked.

Some teachers and administrators value the safe, secure environment, strongly agreeing with the statement, *'I feel that boarders live within a safe and secure environment.'* (Group 3-Q)

4.2.5 The School provides opportunities for the student voice to be heard

Quantitative Data

Do you think that the student voice is valued within the school?
Yes 3: No 1 (Group 3 Boarding Parent-Q)

N.B The following data from the Group 2 Boarding Students-Q should be noted

Do you think that the student voice is valued within our boarding community?
(Yes 3: No 10) (Group 2 Boarders-Q)

Qualitative Data

One boarding parent feels that the community provides a range of opportunities for the student voice to be heard through, *'Boarding, Activities, and Food Councils.'* (Group 3 - Q). S/he also points out that the school's boarding Head Boy and Girl lead *'Town Hall'* Meetings where the issues of the day are discussed. Three of the four boarding parent respondents feel that the student voice is valued within the school, an issue on which some students and a boarding parent feel very differently (Group 3 - Q) with the Boarding Parent supporting those students stating that there are *'Inadequate platforms for students to express their views and engage with members of staff. Students should be more involved in decision processes, which directly affect their welfare.'* (Group 3 - Q).

4.2.6 The School provides a wide range of sporting and activities programmes

Quantitative Data

Being a boarder increases the number of activities that I can join
(+0.6 Agree) (Group 1 Boarders-Q)

Being a boarder allows me to join in more sporting activities
(+0.6 Agree) (Group 1 Boarders-Q)

Being a boarder increases the number of activities that I can join
(+0.15 Strongly Agree) (Group 2 Day-Q)

I feel that the boarding community has a positive impact on the sports and activity programmes within the school
(+0.83 Agree) (Group 2 Day-Q)

The boarding community increases the breadth of activities in which I can get involved
(+0.67 Agree) (Group 2 Day-Q)

I feel that the boarding programme has a positive impact on the school's activities programme
(1.75 Strongly Agree) (Boarding Parents-Q)

I feel that the boarding programme has a positive impact on the school's sports programme
(+1.5 Strongly Agree) (Boarding Parents-Q)

The boarding programme has a positive impact on the school's sports programme
(+0.75 Agree) (Teachers and Administrators-Q)

Qualitative Data

Some boarding students focused on the opportunity to participate in sporting and other activities (e.g. Church) although there is no agreement on whether these were increased due to being a member of the boarding community (Boarders-Q)

Boarding parents value the school's sporting and activities programmes (Group 3 - Q) strongly agreeing with the statements that the boarding programme has a positive impact on the school's activities and sports programmes. Although the sports facilities were not ideal and required additional funding, teachers and students made the very best of these and a number of teams were successful in inter-school competitions.

David (administrator) focuses on the fact that the boarding programme helps to provide a wide range of activities for all students. *'If you compare us to our day student only campus, the range of creative, action, service and sports activities available here is so much greater and I think that this is because we have boarders we feel an obligation to put on many more activities and to provide a greater range.'* (Group 3 – FG). This is supported by teachers and administrators, 10/12 of whom agree or strongly agree that, 'The boarding programme has a positive impact on the school's activities programme' and 9/12 agreeing or strongly agreeing that it also has a similar impact on the sports programmes. An Administrator also feels that the boarding programme makes the campus more attractive to Tanzanian applicants. *'The campus feels like a place to both live and work and hence is an ideal environment for the whole (in the broadest sense) education of the child.'* (Group 3 – Q).

4.2.7 Additional Comments

Teachers and Administrators see other strengths/opportunities of the school as follows: (Group 3 – Q)

One participant each made reference to:

- *‘Sociable, warm and generally friendly students’*
- *‘Quite diverse in culture and socio-economic status’*
- *‘There are many opportunities for students – pool parties, discos, trips to the beach, special dinners’*
- *‘Students get support, particularly those from dysfunctional homes’*
- *‘The school promotes essential inter-personal and social skills required in future life’*
- *‘A superb environment to live in’*
- *‘The volunteers provide a wonderful support to the boarding parents and enhance the programme tremendously’*

A teacher who has been at the school for two years truly values the flexibility and open-mindedness of the students but comments *‘They can easily interact among themselves unlike the staff whose differences are noticeable.’* (Group 3 - Q). This is a thought-provoking comment and one that I support fully as teacher-teacher and teacher-administrator relationships were often a challenge. This is a matter that requires further research from both a cultural and professional perspective, and a matter that I should have raised with Michael in his individual interview (Group 3 - II) as he raised the issue in one of his digital questionnaire responses.

Summary

From the analysis undertaken of the quantitative and qualitative data, it is clear that the research participants believed the living/working in an international boarding school is associated with a range of factors for members of the community.

- A positive impact on both the school’s culture and environment
- The positive development of personal and professional relationships
- The development of a diverse community of learners
- The provision of a safe and secure environment in which to live and learn
- Opportunities for the student voice to be heard
- The provision of a range of sports and activities programmes

4.3 The Challenges of Living/Working in an International School with a Boarding Community (Research Question 1)

What do the students, teachers, boarding parents and administrators at the school think are the opportunities and challenges of living/working in such a school?

The qualitative data collected using each method was colour coded 'purple' for inclusion in this section.

4.3.1 The School should provide a better food service

Quantitative Data

No quantitative data were gathered relating to this theme.

Qualitative Data

A major challenge for many boarders is the food provided in the Dining Hall. An M1 student states that *'The food could be made more hygienic so that the whole community could enjoy'* and another (M1) (Group 1 - Q) saying *'We have rice every day.'* Senior boarders also raised this issue with comments such as *'Food and other services have shown to be inadequate for everyone's needs.'* (Group 2 – Q).

This issue was also raised by one day student (Group 2-Q)

4.3.2 The School should provide a safer and more secure campus

Quantitative Data

It should be noted that the quantitative data within the questionnaire on issues related to safety and security provided by boarders, day students, boarding parents, and teachers and administrators were positive, ranging from +1.0 to +1.5.

Qualitative Data

Safety and security matters were a concern to some boarders with one (M1) stating that *'We need more security because like someone can come from anywhere out of the school and take something when you are sleeping or not around'* and *'The safety of dorms and properties need development'*. (Group 1-Q). Petra (M5) thinks that she sometimes feels *'unsafe'* because some adults treat her differently and more negatively because some of her friends are seen to be behaving in a juvenile manner. She has also suffered from some verbal and physical bullying from other students. Duffell (2010, p.189) states that the effects of bullying *'are long lasting, can cause terrible recurring nightmares, and, as we know, profoundly affect the victim's self-esteem.'* Responses will differ, of course depending on a student's definition of issues involved with safety and security. Such negative comments were not supported by Julie (M5) who stated that *'I feel safe here cos I have people around me, ya, I have my friends around me, teachers around me, boarding parents is excellent.'* (Group 2 – II). I suspect that this was a topic of interest at the time my data was collected, as an IBDP student had recently had her laptop stolen out of her dorm room. Within the Group 1 questionnaire, 4/5 students agreed or strongly agreed with the statement *'I believe that I am safe and secure at school'*.

The comments from boarding parents, teachers and administrators later in this section, connected to work-load are also related to this theme.

4.3.3 The School's general atmosphere requires improvement

Quantitative Data

Boarding parents have the time to care for their students
(0 NAD) (Group 2 Boarders-Q)

Qualitative Data

The general atmosphere within the boarding community was raised by quite a number of students as being challenging, something which came as a surprise to me as Director. A P6 student who has been at the school for some years stated that *'I have faced hard challenges, I don't like it today..... the school is not the best to be but I can't let it go, it's my family now.'* (Group 1 – Q). A Tanzanian student felt that *'Student-Teacher/Boarding Parent relationships'* required further development and one (M5) stated that, *'Some boarding parents make this school feel like it's a prison. They punish you or blame you or accuse you of something that you do. And some don't even understand that interaction with a student of the opposite sex is normal.'* (Group 2 – Q). These points are interesting, given the work of Duffell (2010) and Lambert (1968) who focus on the physical and psychological harm that some students can experience within a boarding school setting. Schaverien (2004) however states that little quality research has been carried out on these issues. Based on the feedback in Section 4.2, comments regarding 'bullying' from either students or teachers appear to be in the minority but need to be taken into consideration within this study.

The focus group interview (Group 2 – Day Students) drew out a number of challenges based on relationships with boarders due to the fact that the latter live in their own community. Brenda (D2) states that *'They live together, spend the whole day, the whole night, the evening talking to each other, getting to know each other.'* (Group 2 - FG). However, in response to the question, 'The school's boarding programme has a positive effect on the relationships that I can build with students in the school', 11 rated this 'A', 1 'SA' and 1 'SD' (Day Student-Q). The SLT may decide to look in to this matter further. Marcia (D2-Day) focuses a lot on the issue of relationships within the school stating *'Boarding can create a lot of unnecessary drama and conflict, which can destroy relationships and put incredible pressure on students which greatly distracts from their work.'* She mentions a certain amount of distrust between boarders and boarding parents and the fact that in her opinion, some administrators are not open and understanding. (Group 2 - Q). One (M5) feels that some boarding parents are too strict. (Group 2 - Q). As a parent, I feel that many adolescents in families may have similar views but this is a matter that requires further exploration by the SLT.

4.3.4 The School should ensure that it listens and reacts to the student voice

Quantitative Data

Do you think that the student voice is valued within our boarding community?
(Yes 3: No 10) (Group 2 Boarders-Q)

Qualitative Data

One of the major challenges noted was a general feeling from boarding students that adults within the community do not react to the student voice although P6/M1 boarders did not comment upon this. 10 of the 13 students (Group 2 – Q) did not feel that the student voice is valued within the boarding community (Qu. 20) and 9 students had concerns about this (Question 20.a). A number of M5 and D2 students felt strongly about this matter. Anna (D2) commented that *'Student voices are often raised with certain concerns however they are never really addressed or no action comes from it'* (Group 2 – Q). One (M5) states *'Boarders face a lot of things but when we try and speak out the members listen but nothing is done afterwards.'* (Group 2 – Q). Phoebe (D2) comments *'An Administrator has boarding meetings and I am part of the Boarding Council. We keep on telling him/her the same problems. S/he usually says that it is the budget and then we let go.'* (Group 2 - II). The issue of the student voice and the extent to which it is effective has relevance to the work of Sellman (2009) who focuses on the value of student voice and pupil empowerment projects and particularly that by Hall (2017, p.183) who states that, *'Our greatest challenge now is how to facilitate the creation of spaces in which student voice is not only demonstrated as being present, but in which that presence has power, authenticity and validity.'* It is interesting that some students' opinion on this issue are very different from that of the adults and some other students within the community. It should be noted that Julie (M5) has a contrary feeling stating *'They are open to listen to students' opinion'*. She feels that the student voice is valued within the boarding community. (Group 2 - II). This is an area that the school's administration might explore further.

4.3.5 The School should provide quiet learning spaces for students

Quantitative Data

No quantitative data were gathered relating to this theme.

Qualitative Data

Some boarders raised the issue of 'noise' and the need for quiet places to study. Dale (P6) (Group 1 – FG) mentioned this as being an issue in his boarding house and Anna (D2) felt strongly about it, *'I am one of those people who, really my room is really a place of relaxation and really a place that I go to be quiet and have my personal time. I had to ask...if one of the extra classrooms could be opened...so that we could study in there because we wanted more quiet.'* (Group 2 – II). I see this as being related to a perceived lack of freedom for boarding students which was raised by two day students with one stating *'I have more personal freedoms. I benefit from being with my family. I have my time alone, separated from the stress and drama of school,'* and another saying, *'The boarding programme isolates the freedom of students.'* (Group 2 - Q).

4.3.6 The School should find more ways to develop the relationship between boarders and day students

Quantitative Data

There is no quantitative data supporting the fact that this is a challenge for boarders, day students, boarding parents, teachers or administrators.

Qualitative Data

The focus group interview (Group 2) drew out a number of challenges based on relationships with boarders due to the fact that the latter live in their own community. Brenda (D2 -Day) states that *'They live together, spend the whole day, the whole night, the evening talking to each other, getting to know each other.'* (Group 2 - FG). However, in response to the question, 'The school's boarding programme has a positive effect on the relationships that I can build with students in the school', 11 rated this 'A', 1 'SA' and 1 'SD' (Group 2 Boarders-Q) The SLT may decide to look in to this matter further. Marcia (D2-Day) focuses a lot on the issue of relationships within the school stating *'Boarding can create a lot of unnecessary drama and conflict, which can destroy relationships and put incredible pressure on students which greatly distracts from their work.'* She mentions a certain amount of distrust between boarders and boarding parents and the fact that in her opinion, some administrators are not open and understanding. (Group 2-Q). One (M5-Day) feels that some boarding parents are too strict. (Group 2-Q). As a parent, I feel that many adolescents in families may have similar views but this is a matter that requires further exploration by the SL

4.3.7 The School should provide events/activities for all students within the community

Quantitative Data

I am regularly invited to participate in events arranged for boarding students
(-1.2 Strongly Disagree) (Day Student-Q)

Qualitative Data

Some day students have the impression that they are not invited to boarder events, with 5/6 disagreeing or strongly disagreeing with the question, 'I am regularly invited to participate in events arranged for boarding students.' (Group 2 – Q).

4.3.8 The School should review the workload of the professional adults who support the boarding community

Quantitative Data

Boarding parents have the time to care for students
(0 NAD) (Boarders-Q)

Administrators spend more time supporting boarders than day students
(0 NAD) (Group 1 Day-Q)

Teachers spend more time supporting boarders than day students
(0 NAD) (Group 2 Day-Q)

Qualitative Data

A lack of staff is focused upon in Phase 1 and 2 of the data collection. Barbara (Boarding Parent) comments *'I care for 27...girls, all with unique needs. It is not possible for me to provide the academic, social and emotional care that each girl needs on a daily basis.'* (Group 3 – FG). This is supported by a boarding parent who clarifies that *'Sometimes there is no one around at the boarding house during school hours'* (Group – Q) and another who states that *'Having one boarding parent*

responsible for 28 students is highly inadequate’. (Group 3 – Q). These comments are supported by the fact that 3 out of the 4 boarding parents disagreed with the question:

Do you think that your boarding house is appropriately staffed? (Group 3 - Q)

Issues related to time pressure are commented upon by three of the four boarding parents, with one stating *‘Students usually socialize or study at multiple places making it difficult for effective supervision by one adult.’* Also, *when there is an incident involving a student, attention is entirely shifted to that one student and thereby leaving out the 27 others who may equally need some form of support.’* Another states, *‘I am both a boarding parent and a teacher. This balance is sometimes challenging.’* and a third commenting, *‘It makes me busy most of the time when school is on.’* (Group 3 – Q)

Some boarding parents feel that their a role has a major impact on his/her personal life with one saying that *‘As a boarding parent, there is no separation between my private life and my professional life.’* Although s/he also mentions that, *‘This has been a positive experience for my children growing up as part of a large family.’* (Group 3 - Q). She also comments on this in the focus group discussion *‘So every other week-end officially I am off duty. We don’t go away very often...there are times when parents will e-mail me to follow-up on something and so it is always a decision whether to pass this on to my assistant... or do it now. Unless I am physically off campus I am 100% involved in boarding.’* (Group 3 - FG). Another supports this by saying that *‘My private life is hugely affected especially as living on campus with young teenagers requires one to model appropriate behaviour at all times.’* A pertinent comment made by a boarding parent, and one that I have heard regularly during my long career made by others in similar positions was *‘There is always the tendency for boarders to intrude on one’s private life even when one is off duty.’* (Group 3 - Q). The above comments are interesting based on the fact that all four boarding parents agreed or strongly agreed to the question:

‘I feel that I have the time to know the students in my boarding house well.’

There were differing views to the question *‘I feel that I have time to care for the needs of all of the students in my boarding house’* with 2 ‘A’ or ‘SA’, and 2 ‘D’. (Group 3-Q) I feel that this might be because those who completed the questionnaire (4 people) go the extra mile for the school and work many more hours than would normally be expected to fulfil all of their responsibilities including knowing each of his/her students well.

One administrator, focuses on the fact that the 24/7 nature of the boarding programme seriously impacts his time *‘Many students are available at all times and hence seek academic help in evenings and weekends. Boarding, by its very nature, is less well-structured than class time, leading to more opportunities for ‘testing’ boundaries and not meeting expectations. This can create situations that take time to handle and involve emotional discussions with families.’* (Group 3 - Q). S/he also states that *‘Whether I am on campus or not is pretty much irrelevant. I get calls, I get text messages (from all community stakeholders).’* A Middle Manager points out that *‘I do pastoral counselling of innumerable students who are in boarding.’* (Group 3 - Q) and a Teacher points out the effect that working within a boarding community may have on other colleagues due to workload issues by saying, *‘One thing that I dislike most is getting impersonal e-mails from my supervisors (Those who lead a Department or a Division within the school). I also wish my immediate supervisors to be understanding and good listeners. I feel that this culture is slowly diminishing in*

our school.' (Group 3 - Q). One has to ask the question as to whether this behaviour would be common across all schools or one that is particularly seen in schools with a boarding community? Further research would be helpful here. Another Teacher/Head of Department supports this by stating that *'There is a need in some areas perhaps to address both staff and students' workloads during certain times of the academic year,'* (Group 3 - Q) which raises the question as to whether such an issue is more prevalent at particular points in school year? Another Teacher agrees with this as *'180 of our students rely on the support of 10 parents [boarding parents]. As a teacher, that has an extraordinary impact on my professional work.'* (Group 3 - Q). The issue of workload raised here has echoes of the work of Lange (1995) who, writing from an Australian perspective comments on the challenges arising when management roles are combined with both teaching and other duties.

4.3.9 The School should consider the effect of working with students who live and work closely together

Quantitative Data

No quantitative data were gathered relating to this theme.

Qualitative Data

A Teacher/Head of Department focuses on the effect of working with students who live and work closely together by saying that *'Even though that camaraderie is a strength, it is also a source of frustration. Students are able to manipulate en masse, e.g. all students saying that they really have too much homework.'* Through additional research, it would be interesting to find out how common this view is across all teachers within the school. I feel that this comment needs to be connected to the fact that 9/12 teachers and administrators rated the statement:

'The boarding programme at ISM has a positive impact on teaching and learning' 'A' or 'SA'.

4.3.10 Additional Comment

Some boarding students commented that, *'Wherever you are, you are always an ISM student'*, an issue that was raised by some Group 2 female students (FG). Charity (M5) comments *'You never really leave the school because even as you are going out you are still representing ISM as so many people know us – they are 'international kids' and I feel that like we are never really out of school – until we actually go home.'* Anna (D2) supports this by saying that *'You always have to remember that as a boarder you still belong to ISM, no matter where you are.'* (Group 2 – FG).

Summary

Analysis of the quantitative and qualitative data makes clear that the research participants are of the view that there are a number of challenges to be faced when living/working in an international school with a boarding community:

- The quality of the school's catering service
- The quality of the school's security service
- The effect that the boarding programme might have on the overall school culture

- Some students feel that although their voice is heard it is not always acted upon
- Some students require quiet spaces in which to work
- Some day students do not feel as connected to the boarding community as they would like to be
- The activities programmes and events should be available to all students within the school
- The workload of professional adults should be reasonable
- Supporting students who live and work closely together may be stressful for teachers

I will now analyse data connected to the next section of this chapter, the impact that living/working in an international school with a boarding community has on its members, starting with that provided by boarding students.

4.4 The impact that living/working in an international school with a boarding community has on its members (Research Question 2)

How do students, teachers, boarding parents and administrators studying/working at the school feel that this experience impacts their life and work?

The qualitative data collected using each method was colour coded 'pink' for inclusion in this section.

4.4.1 Developing student relationships

Quantitative Data

Being a boarder makes it easy for me to develop friendships when I am at school
(+1.2 Strongly Agree) (Boarders-Q)

I have many friends within the day student community
(+1.0 Agree) (Boarders-Q)

The school boarding programme has a positive effect on the relationships that I can build within the school
(+0.85 Agree) (Boarders-Q)

The boarding programme helps to build friendships between day and boarding students
(+1.0 Agree) (Group 1 Day-Q)

The school's boarding programme has a positive effect on the relationships that I can build with the students within the school
(+1.0 Agree) (Group 2 Day-Q)

I feel that day students have appropriate opportunities to develop friendships with boarding students
(+0.5 Agree) (Boarding Parents-Q)

I think that day students make friends with boarders quite easily
(+0.67 Agree) (Teachers and Administrators-Q)

I think that boarders make friends with day students quite easily
(+0.58 Agree) (Teachers and Administrators-Q)

Qualitative Data

Younger boarders (P6 & M1) feel that being a boarder helps to develop friendships at school (Group 1 – Q) and that they can make friends with boarders and day students equally well. However, they do point out that they do not tend to be invited to the homes of day students. Senior boarders (M5 & D2) also feel that boarding has a positive effect on the relationships that they can build with students within the school (Group 2 – Q). However, Charity (M5) raised a point about the complexities of living within a diverse group of students:

'Diversity can also be seen as a weakness, because in the boarding house, we have so many different personalities, so many different upbringings that our comfort zones clash. If they were all Tanzanians it wouldn't be as interesting but it would be much less stressful.' (Group 2 – FG)

In a school that works hard to develop international-mindedness within the student body, this comment is a little disappointing but does demonstrate the impact that the need to view issues through different cultural lenses has on boarding students.

Some younger day students feel that the boarding programme helps to build friendships between day students and boarders and some in M5/D2 support this by stating that they have many friends from the boarding community, with 5/6 'A' or 'SA' (Group 1 & 2 Day-Q). I was surprised but pleased by this data as my perception was that day students found it difficult to make friends with boarders. However, Larry (D2-Day) feels that there are difficulties in terms of arranging boarder visits to the homes of day students *'They have to go and get a slip and sometimes have to go to a boarding parent. The boarding parent isn't there so we have to call them and even the call may not go through.'* (Group 2 – FG). The difficulty here of course is that the school has to ensure that students are safe and secure at all times and therefore a certain level of bureaucracy is inevitable.

Marcia (D2-Day) draws our attention to how this issue impacts her life. *'There have been social issues. I think that our class is a little special. I think that everyone has problems like that but some people could take steps to help. I feel like sometimes teachers feel like it's none of their business. If you are seeing someone being bullied in your classroom or one student is being mean to another student, I think that this needs to be addressed. Sometimes teachers step back too much.'* (Group 2 – II). It is also Marcia's opinion that communication is a big issue for the school, feeling that it is *'unhealthy and unhelpful'*. *'Steps need to be taken in order to repair relationships, mend divides, make right misunderstandings, solve simple problems and create a feeling of trust and safety, as opposed to the feeling of doubt, annoyance and anger.'* (Group 2 – Q). The Senior Leadership Team might decide to reflect on this feedback.

4.4.2 Student/Teacher/Administrator relationships

Quantitative Data

The quantitative data listed under Section 4.4.1 should also be used to support this section.

Qualitative Data

This issue brought different responses from the two age groups of boarders. Younger students feel that teachers spend more time with boarders than day students (Group 1 – Q) but older boarders disagree quite strongly with this with 7/13 ‘D’ or ‘SD’ (Group 2 – Q). Phoebe (M5) focuses on the fact that some teachers stay later in the afternoon:

‘I feel more comfortable to go up to my Geography teacher because I know that she stays out later hours.’ (Group 2 – II)

Julie (M5) feels that, in general both groups are treated the same by teachers and administrators:

‘We are all even apart from the day students who go home and we have SMOD (Senior Manager on Duty) and we can approach them for anything.’ (Group 2 – II).

My own professional experience suggests that student/teacher/administrator relationships were in general very strong and another key strength of the school. The importance of all members of a boarding school community developing positive relationships with each other is noted in the work of Martin and Dowson (2009).

Ken (D2) feels that:

‘There are small interactions both during the week and at weekends, you might see (specific teachers) and might have a small conversation not related to anything in school and that bridges a bond a bit so that you know someone from the other side.’ (Group 2 – FG)

Anna (D2) draws our attention to the fact that the bond between student and teacher can be created outside of the school in such a small community:

‘My cousin was staying and she was a doctor at (the local hospital) and it wasn’t a problem but at the time she was really good friends with the teachers here so when I went to stay at her house I tended to have dinner with my teachers.’ (Group 2 – FG).

Petra (M5) states that this issue depends on the teacher:

‘There are some teachers who live on campus and have other jobs to do as well and they do spend more time with boarders coz of activities.’ (Group 2 – II).

Most boarders feel strongly that administrators do not spend more of their professional lives with boarders than they do with day students, with older boarders having particularly strong feelings about this (Group 1 – Q) and (Group 2 – Q). I feel that administrators did support the needs of boarders more than day students as they (boarders) were on campus more and away from home, and therefore there were more opportunities for problems to occur.

Many younger day students disagree that teachers spend more time with boarders than day students and neither agree nor disagree with this statement if restricted to administrators. Older day students neither agree nor disagree with the statement when focused on teachers but agree with it when applied to administration (Group 2 Q). Cyril (M5) feels that teachers and administrators treat everyone equally but Amir (D2) disagrees stating *‘Since boarders pay more they are more likely to get more services.’* He also feels that boarding parents prioritise the needs of boarders more. (Group 2 – II) Brenda (D2) states that there is a difference but *‘I think teachers try*

their best to treat us all equally but they don't really know you as they haven't spent as much time with you.' (Group 2 - FG) Marcia (D2) also feels that teachers and administrators do focus more on the needs of boarders *'but purely because this is the way that it works.'* (Group 2 – II).

4.4.3 Relationships with boarding parents

Quantitative Data

Boarding parents have the time to get to know their students well
(+1.4 Strongly Agree) (Group 1 Boarders-Q)

Boarding parents have the time to care for their students
(+0.8 Agree) (Group 1 Boarders-Q)

Boarding parents have the time to know their students
(+0.42 Agree) (Group 2 Boarders-Q)

Boarding parents have the time to care for their students

(0-NAD) (Group 2 Boarders-Q)

I feel that I have the time to care for the needs of all of the students in my boarding house
(+0.25 Agree) (Boarding Parents-Q)

Boarding Parents know each of the students for whom they are responsible
(+1.25 Strongly Agree) (Teachers and Administrators-Q)

Qualitative Data

The relationship between a boarder and his/her boarding parents will clearly impact his/her life and work at school due to their *in loco parentis* role. Boarders feel that boarding parents have the time to know their students well with Group 1 students feeling more strongly about this which may be due to the fact that younger boarders spend more time with their boarding parents. There were differing opinions on whether boarding parents have the time to care for their students with Group 1 agreeing that this was the case but Group 2 students neither agreeing nor disagreeing with the statement. This may be again due to the different amount of time boarders spend with their boarding parents, as well as the general effect that adolescence has on relationship building with adults.

Petra (M5) prefers one boarding parent to the other with one making the time and effort required to care while the other:

'Tries to care, but the way that she cares comes off as a little bit offensive. There are a lot of factors but most of the time she can be disrespectful and not considerate.'
(Group 2 - FG)

A number of students link a feeling of safety and security to their boarding parents. Phoebe (M5) states that:

'Your boarding parents are kind of like your backbone at school. If there is a drama in the dorm you can go to your boarding parent.' (Group 2 II)

Julie (M5) agrees:

'I feel safe here cos I have people around me, ya, I have my friends and teachers around me, boarding parents is excellent with teachers here.' (Group 2 - II)

Boarders agreed that they felt safe and secure at school, although Group 2 clearly feel less secure with 6/13 'NAD or 'D'. Petra (M5) describes how she has felt 'abused' both physically and verbally, usually by students of her own age but in one case by a younger student. *'I try to keep myself out of it and shut them out like not, not, um I (describe) it, react.'* (Group 2 - II)

4.4.4 Breadth of sporting and other activities

Quantitative Data

Being a boarder increases the number of activities that I can join
(+0.6 Agree) (Group 1 Boarders-Q)

Being a boarder allows me to join in more sporting activities

(+0.6 Agree) (Group 1 Boarders-Q)

Being a boarder increases the number of activities that I can join
(+0.15 Agree) (Group 2 Boarders-Q)

I feel that the boarding community has a positive impact on the sports and activity programmes within the school
(+0.83 Agree) (Group 2 Day-Q)

The boarding community increases the breadth of activities in which I can get involved
(+0.67 Agree) (Group 2 Day-Q)

I feel that the boarding programme has a positive impact on the school's activities programme
(+1.75 Strongly Agree) (Boarding Parents-Q)

I feel that the boarding programme has a positive impact on the school's sports programme
(+1.25 Strongly Agree) (Boarding Parents-Q)

The boarding programme has a positive impact on the school's activities programme
(+1.08 Strongly Agree) (Teachers and Administrators-Q)

The boarding programme has a positive impact on the school's sports programme
(+0.75 Agree) (Teachers and Administrators-Q)

Do you think that the activities within the boarding programme should be improved?
(Yes 3: No 1) (Boarding Parents-Q)

Qualitative Data

Younger boarders agree that being a boarder increases the number of activities that they can join (Group 1 – Q). This is supported by older boarders (M5/D2) (Group 2 – Q) but it should be noted that 4/13 rated this 'D' or 'SD'. Petra (M5) points out that as the school has to focus on its finances it has to charge extra for some activities, e.g.

outdoor pursuits; transport for field trips; ski trips. As the boarders' fees are already high she feels that this prohibits some students from taking part. (Group 2 II)

Many boarders feel that the boarding programme allows them to join in more sporting activities than day students (Group 1 – Q; (Group 2 – Q) although it should be noted that 4 rate this as 'D' or 'SD'. Julie (M5) supports this by stating that:

'Boarders have a lot of opportunities ...you have time to play until 6:30. 6:30 you go to dinner and have Study Hall but after Study Hall you have time to go (and use the Sports Hall (Karibu Hall)).' (Group 2 II)

However, Petra (M5) disagrees because she experienced a different approach to sports at her previous international school where she feels that they took sport more seriously, put more money into this aspect of their work and sent sports teams to play in other countries. (Group 2 - II)

The above two sections are consistent with the views expressed in Bronfenbrenner (1979) and his *'Ecological Systems Theory'* which focuses on the fact that a child's development is positively supported by being given the opportunity to be involved in a wide range of activities.

Some Group 2 day students who completed the questionnaire disagreed with the statement, 'The school's boarding programme increases the breadth of activities in which I can get involved'. Cyril (M5) feels that *'There's activities organised for boarders and there are no activities organised for day students.'* (Group 2 – II). This might be an area that should be explored further by the Senior Leadership Team. Although the majority of Group 2 day students feel that the boarding programme increases the breadth of sporting activities in which they can get involved, Cyril (M5) disagrees, saying, *'The boarders seem to have evening sports in K-Hall (Gym/Hall). They have tournaments in the evenings and football on the field on Sundays.'* This is supported by Amir (D2) who, although now a day student used to be a boarder. *'When I was in M4 (15-16 yrs) there were weekend activities that were only carried out from Friday to Saturday and day students were not welcome. Boarders were very self-contained and no one used to come out of their room and perform in these activities'* (Group 2 II). Marcia (D2) only agrees to this to an extent as *'a lot of activities like CAS (Creativity, Action, Service in the IB Diploma Programme) is mandatory for everyone, the going on trips for sport, anyone can do that'* (Group 2 – II). She also states that, *'Boarders have access to the facilities all of the time ...but if I wanted to come, I could come.'* Again, this might be an area for further research. Clearly, as boarder fees are higher than those for day students, boarders will be provided with weekend activities but the school might explore ways in which the size of activity groups could be increased along with the school's income by involving day students more closely. Group 2 students strongly disagreed with the statement, 'I am regularly invited to participate in events arranged for boarding students', (Group 2 Q) with 5/6 rating 'D' or 'SD'. This section connects directly to matters related to Positive Youth Development. Damon (2004, p.15) states that this *'aims at understanding...and engaging children in productive activities'* and also to a study by Feldman & Matjesko (2005) on the benefits of extra-curricular activities, who state that *'Structured activity participation has been linked to many positive academic, behavioural, psychological and young adult outcomes.'* (p.202)

4.4.5 Student Learning

Quantitative Data

Boarding helps me with my learning
(+1.6 Strongly Agree) (Goup1 Boarders-Q)

Having boarders in the school is good for my learning
(+0.67 Agree) (Group 2 Boarders-Q)

Having boarders in the school is good for my learning
(+0.5 Agree) (Group 1 Boarders-Q)

The boarding programme has a positive impact on teaching and learning
(+1.1 Strongly Agree)

Do you think that you know the students within you're your boarding house as learners?

(Yes 4: No 0) (Boarding Parents-Q)

Qualitative Data

Younger Boarders feel that boarding helps them as learners (Group 1 Q). One (P6) states that:

'It develops you being more creative, you get to learn about other backgrounds...you'll find interacting with people that you may have never met before easier.' (Group 1 - Q)

I think that the fact that a student aged 11 can make such a comment about the development of soft aspects of the education that s/he receives is quite meaningful and a testament to the quality of the school's boarding and educational programmes.

Julie (M5) comments on the fact that she sees boarding parents as her second parents and finds them approachable. She connects this to the experiences of day students who often go home to seek parental help for school work but their parents don't know the content. They sometimes have to contact boarding students for advice and help. Julie can talk to other boarders, her boarding parents and sometimes her teachers about her work as *'there are always teachers around after school.'* (Group 2 – II).

Younger day students feel that having boarders within the school is good for their learning, (Group 1 - Q) and this is supported quite strongly by those in Group 2 with 5/6 'A' or 'SA'. Marcia (D2) comments that this is due to *'the proximity of teachers'*. Students can also, *'Work collaboratively with one another because they are all living together and study together.'* (Group 2 – Q). One (M5) day student feels that although they are restricted from boarding houses *'It seems to be a good learning environment as they develop good habits of living well with one another. Like a family.'* (Group 2 – Q).

All boarding parents surveyed feel the boarding programme has a positive impact on the school's culture and environment (Group 3 – Q). They also feel that they can develop appropriate partnerships with teachers (Group 3 Q), although I noted that 3 rated this 'A' or 'SA' and one 'SD'. One feels that s/he knows her students as learners

because she has carried out her responsibilities for three years. S/he is also a teacher and therefore there is an overlap between the students s/he supports and the boarders for whom s/he cares. However, s/he would like more time during Study Hall to support their needs. *'With 27 'students' to care for, I do not have the time to help them with their individual academic needs.'* Another states that s/he follows up with teachers in terms of his/her students' needs, which is supported by another who also tries hard to observe their study habits during Study Hall. S/he feels that the fact that s/he is both a boarding parent and teacher enables him/her to develop *'a holistic understanding (including social interactions) of the students I teach which is absolutely crucial to teaching and learning.'* (Group 3 – Q). Barbara teaches within the Primary and Middle schools and 50% of her time is supposed to be allocated to her teaching responsibilities and 50% to boarding. She comments *'I bump into teachers during the day. There's that constant information that I have about how the boarders are doing or what they need to do.'* (Group 3 – FG)

Teachers and Administrators feel that the boarding programme has a positive impact on teaching and learning with 9/12 'A' or 'SA'. (Group 3 – Q). They also feel that it has a positive effect on the school's culture and environment which of course will affect teaching and learning within the school, with 8/12 'A' or 'SA' (Group 3 – Q).

One teacher who has worked at the school for a number of years comments on how valuable s/he sees having the opportunity to talk to boarding parents has been in terms of his/her personal approach to teaching. Another who is in his first year enjoys having the chance to talk to boarders both during the week and at week-ends. He feels that the boarders are very approachable and that *'It is much easier to follow up on any individual behaviour issues or other issues of concern by speaking to the boarding staff.'* (Group 3 – Q). The majority of the teachers and administrators surveyed agreed that there are many opportunities to communicate with boarding parents with 8/12 'A' or 'SA' (Group 3 Q). I was surprised by this based on comments I sometimes received from teachers in the Staff Room. Again, for the same reason, I was surprised that Teachers and Administrators thought that Boarding Parents know each of the students for whom they are responsible with 11/12 'A' or 'SA'. (Group 3 – Q).

One issue that inhibits teaching and learning is the difficulty teachers, administrators have in terms of developing relationships with the parents of boarders. The teachers and administrators disagreed with the statement, 'I develop partnerships with the parents of boarding students as easily as I do with parents of day students' with 7/12 'D' or 'SD'. Jacqueline comments that *'Students' parents don't contact us very often.'* However, she points out that the boarding parents really do help to bridge the gap for boarders (Group 3 - Q).

Teachers and Administrators overall neither agree nor disagree with the statement 'I spend more time caring for the needs of boarders than I do day students.' However, David, an Administrator, who lives on campus, but some distance from the central core of the school enjoys the fact that boarders frequently ask to see him for help with their work at 6:30pm in the evening or even later. *'A day student would very rarely ask that, so there are more times that are available when boarders can ask for help and day students wouldn't.'* From an academic sense, David does not feel that he spends more time with boarders than day students but if one goes beyond this, then it is certainly the case. *'There are going to be more pastoral issues inevitably that come up with boarding students.'* (Group 3 – FG). Pauline however, feels that she definitely supports boarders more than day students. *'They have more learning difficulties (Primary) more behavioural problems, more non-involved parents who*

need to be involved so we have to make that happen which is really hard.' (Group 3 – FG)

4.4.6 Student voice

Quantitative Data

I feel that the Student Council raises questions that are important to day students as well as boarders

(+1.0 Agree) (Group 2 Day-Q)

Do you think that the student voice is valued within the boarding community?

(Yes 3: No 10) (Group 2 Boarders-Q)

Do you think that the student voice is valued within the school?

(Yes 3: No 1) (Boarding Parent-Q)

Qualitative Data

M5/D2 boarding students raise the issue of the '*student voice*' and the extent to which they feel that it is valued within the boarding community with 10/13 students agreeing that it is not valued. Ken (D2) used to be on the Student Council and feels that it was difficult to bring boarding and day student issues together in one place. '*People would bring issues about boarding and they would just be rejected.*' (Group 2 – FG)

Anna (D2) has a similar view, pointing out that from her time in the Primary School she has been told that the student voice is valued but '*In boarding it can sometimes get really, really difficult to ...put your point across and get it heard.*' With a Student Council (focused on whole school issues), Boarding Council (discusses boarding matters only) and the Food Council (monitors the variety and quality of the food provided to boarders) one wonders why Anna feels that this is the case? She goes on to state:

'The Boarding Council takes it to, who takes it somewhere higher. S/he takes it to the Boarding Parents' Committee or possibly the Campus Management Team; and it gets up there and then it disappears.' (Group 2 FG) Clearly, there is a need for all those involved in this area of the school's work to close the loop to ensure better communication. The point about student voice being heard is one reflected in the work of Robinson and Taylor (2007) who, writing from a UK perspective focus on the importance of adults feeding back decisions to issues raised by students, even if negative. They argue that '*Listening to pupils itself is not sufficient, it is what happens with the information, what is done with it that is also of great importance.*' (p.14)

Anna goes on to point out that students do not want to '*rub anyone the wrong way.*' D2 students are leaving and therefore this is not so important but she knows that D1 students worry about this and do not wish to be perceived to be going over the heads of middle managers to the school's administration.

Some Group 2 day students agree that the Student Council raises issues that are important to day students as well as boarders (Group 2 Q). Marcia (D2) supports this as a member. '*I think a lot of people bring complaints about boarding issues but every time I hear this, the leaders say that is a boarding issue, talk to your boarding parent and actually...a lot of representatives are day students.... I think that there are plenty of day student issues.*' (Group 2 – II). Amir (D2) comments that as the make-up of the

Student Council is 50% - 50% boarders and day students, the Student Council is *'Well aware of who are boarders and who are day students.'*

3/4 boarding parents surveyed feel that the student voice is valued in the school. One explains that there is an active Student Council, made up of boarders and day students. *'Within the boarding community, the students' voices are represented in three Councils: Boarding; Activities and Food.'* (Group 3 – Q). Another agrees with this and adds that there is also a student representative to the Campus Management Team (CMT) which oversees the day to day administration of all campus activities. This student acts as a conduit between the Student Council and the CMT. However, another disagrees feeling that there are *'Inadequate platforms for students to express their views and engage with members of staff. Students should be more involved in decision processes which directly affect their welfare.'* His/her opinion links directly with the feedback obtained from the boarders, many of whom think similarly. Points raised here by respondents reinforce the ideas of Epstein (1983) who concludes that it is important for all members of a school to communicate and be involved in joint decision-making. Such partnerships are, he argues, beneficial to student performance.

4.4.7 Connection to family

Quantitative Data

No quantitative data were gathered related to this theme.

Qualitative Data

Some younger boarders clearly miss home, and although Ursula (P6) agrees with this she also says that *'We can telephone when we need to.'* (Group 1 – FG). Anna (D2), a weekly boarder focuses on a matter whereby a student who lost her mother through illness overnight was not informed until the morning whereas she would have known immediately as she lives closer to the school and her parents would have contacted her directly. (Group 2 – FG). As Director, I knew that this was due to a request from the parents directly. She also states that it is hard to stay in touch with family due to the unreliability of the Internet service. Charity (M5) does not feel connected to her family at all as they are always moving around the world but accepts that this matter involves the personal relationship that a boarder has with his/her parents. She points out that in her own case, her parents were not there when she was a day student either! (Group 2 - FG). This feedback connects well to John MacMurray's work on the connections between schools and households in (Stern, 2013) and also to Epstein (1983) a longitudinal study on the impact of family, school, student engagement on classroom outcomes.

4.4.8 Living on/off campus

Quantitative Data

No quantitative data were gathered relating to this theme.

Qualitative Data

Jacqueline and Betty both teach within the MYP and IBDP programmes. Betty is new to the school but Jacqueline has been at the school for five years. Jacqueline feels that living off campus gives her a completely different perspective. She has enjoyed being part of a boarding school including working during some weekends, talking with

students and teaching some of the girls cooking. As boarders do not go home as often as day students she likes to offer them a bit of herself. Betty lives off campus but her home is linked to the campus via a gate. This provides the children in her family with independence to explore *'This small village in which they live.'* (Group 3 – FG). There are some drawbacks as she lives close to the swimming pool *'So I do get to hear the IBDP boys' language sometimes and pool parties and everything else.'* a point which links back again to the work of Stern (2013) who focuses on the importance of communities in general being like 'households', a 'family' who live under the same roof and who are close to each other.

Jacqueline sometimes makes use of the fact that she lives so close to school. *'When some of my students have a test the next day I can go and check in with them.'* Betty comments on how being part of a boarding community affects her life on and off campus. *'Meeting boarders affects myself. I've had to say something to a boarding parent because I feel responsible.'*

Pauline, an administrator lives on campus but not close to the boarders so when she is at home she doesn't feel that the boarding community affects her. However, when she is the Senior Manager on Duty (SMOD) *'It is a work day for sure! It is all very quiet and pleasant (at home). I might hear a disco but that is all.'* (Group 3 – FG).

4.4.9 Additional Comments

The effect on individual students was raised by some Group 2 boarders with 12/13 stating that the following personality traits have been developed through living in a boarding community – *independence; tolerance and responsibility*. 9 students listed *open-mindedness* and 8 noted *flexibility in this respect, which has echoes of* (Hayden & Thompson's (2001) research on students' views on 'being international'. (p. xix). One D2 student who has attended both campuses for a number of years clarifies that she moved from being a day to boarding student as she knew that University would be so completely different. *'No more hand holding! I thought that boarding was like one-step that you were holding hands, but one hand.'* (Group 2 – Q).

One (M5 Boarder) feels that in some ways her independence has moved forward too fast as she even pays for herself when her parents are more than happy to do so. *'You slowly manage to be more independent...start to pick up more responsibility. You start being more aware even of how much your parents spend.'* (Group 2 – Q). Ken (D2 Boarder) agrees that boarding has made him more independent as well as more tolerant. *'When I was in Kivuli (MYP Boys' Boarding House) it was really noisy. You just have to adapt and it has reduced when you move down to the bigger dorms.'* (Group 2 – FG)

Anna (D2 Boarder) says that there have been many aspects that have affected her negatively but admits that some of these may be due to adolescence. She mentions that sometimes they get mixed up with the wrong crowd and have to carry that with them as it is a small community. *'It's really hard for you to develop more as a person when people have that perspective of you and that's one of the reasons why I changed campuses.'* (Group 2 – FG)

Summary

Analysis of the quantitative and qualitative data gathered suggests that the research participants are of the view that living/working in an international school with a boarding community impacts the lives of its members in a number of ways.

Positive features could be summarised as that:

- It helps to build positive relationships between all members of the school community
- It helps to develop a strong sports and activities programme
- It has a positive effect on student learning
- It supports opportunities for the student voice to be heard
- It can develop a student's independence, tolerance and sense of personal responsibility

Negative features meanwhile were perceived to include the following:

- It can often be difficult for the school to build effective partnerships with the parents of boarders
- Some students can feel that their voice is heard but not acted upon
- It limits the connection between a student and his/her family
- Issues within the boarding community may affect a student's experience at school

I will now analyse data connected to the strategies that could be put in place by the school for students, boarding parents, teachers and administrators to maximise the opportunities available and to provide appropriate support and pastoral care to the whole student community.

4.5 Strategies Suggested by the Research Participants that could be put in place by the school to maximise opportunities and to provide appropriate support and pastoral care for the student community (Research Question 3)

What strategies could the school put in place to maximise the opportunities available and to provide appropriate support and pastoral care to the whole student community?

In this section, the focus is on the student community and strategies to maximise learning opportunities and pastoral care in all areas of the school's work.

The qualitative data collected using each method was colour coded 'yellow' for inclusion in this section.

4.5.1 The School should allow boys and girls in each other's boarding houses

Quantitative Data

Do you think that boys should be allowed in girls' boarding houses and vice-versa up until a certain time of the day?

(Yes 10: No 3) (Group 2 Boarders-Q)

Qualitative Data

10/13 M5-D2 boarding students supported this. One (D2) states that this would be *'Preparation for universities and the outside world.'* This was supported by another (D2) who comments that it would lead to *'More friendships and more comfort working with others in class'* and another (M5) who said that it, *'Puts more responsibility and self-awareness to both genders. It also shows that the school trusts the students.'* One (M5-D2) states *'I would personally not feel 'at home' knowing that I am constricted in my freedom to do things at any time. I also feel like it is a sanctuary to where you can be yourself and allowing opposite sex in means masking personality and fabrication for social appeal.'* Another (M5-D2) supports the sentiment by saying, *'Because it can cause other negative things to happen.'* (Group 2 – Q).

The issues of changing rules and trusting students more were also raised in the focus group discussion. Anna (D2) states that *'I understand that ...relaxing boarding rules, including access to boarding houses...would be difficult. The boarding parent is aware that the girl is attending the boys' boarding house and she is there, I don't think that it should be a problem necessarily.'* Charity (M5) supports this by saying that *'I think that it all comes down to trust because even with our parents we might go over to a boy's house for a sleepover. It is all trust, you know.'* (Group 2 – FG).

4.5.2 The School should make the rules within the boarding programme less rigid

Quantitative Data

No quantitative data were gathered relating to this theme.

Qualitative Data

Charity (M5 Boarder) states that *'I think that boarding parents think that we are sort of perfect and they don't realise that the problems that we have, may be with swearing, with food, with eating unhealthily, we also have at home.'* It is interesting that she doesn't seem to appreciate that parents send their children to boarding school to have these issues addressed. Charity feels that boarding parents *'expect more'*. *'Our parents know that we are still learning and maturing but the boarding parents expect us to have already been there.'* (Group 2 – FG). Petra (M5) sums up her feelings on this matter by commenting that boarding parents need to be *'more friendly'* (Group 2 – II) which is supported by one of the questionnaire responses which states the need to, *'Bridge the gap between students and teachers or administration,'* (Group 2-Q), an aspect of the school's work which I feel is a strength of the institution.

One Tanzanian boarder makes a particularly interesting point by saying that *'Students are not necessarily allowed to be themselves and are gauged on the standards that originate from African heritage rather than judge them as international students.... they should have an international learning experience.'* (Group 2 - Q). I suspect that the school feels that it is offering this but it might be worthwhile for the SLT to reflect on this comment carefully.

4.5.3 The school needs to listen to the voice of students

Quantitative Data

The quantitative data does not support the qualitative data in this section.

Qualitative Data

This issue has been discussed earlier but in terms of improving the boarding programme, boarders mention the following:

'Listen to students' concerns and make changes accordingly. The issue here is the perception that if you don't make the changes, you aren't listening. *'Let the boarding community know what is going on with their concerns,'* and *'Answer more questions the community has about boarding and student life.'* (Group 2 – Q). Anna (D2) feels that some students are too shy to speak out. She also focuses on the matter of the need to close the loop *'Will this change, and this change? I really don't know how to answer it; potentially, yes, as it is something that we have addressed but we don't know the answers yet.'* (Group 2 – II).

Facilities

Quantitative Data

No quantitative data were gathered relating to this theme.

Qualitative Data

Edwin (D2 Boarder)) feels that the facilities could be improved as *'This will offer a wider range of sporting activities which I do not feel that the school is strong in when compared to other international schools in the East African region.'* This is supported by similar feedback from other boarders with one stating that *'I think all building projects should take a shorter time.'* (Group 2 – FG). Pace of work is sadly one of the challenges of working with construction companies in Tanzania.

Petra (M5 Boarder) focuses back on issues within the boarding houses. *'In M5 the boarding room space is really amazing but in M4 and ...now I am moving to Kijana (D2) the rooms are even smaller. I get really irritated when I am around small spaces.'* Julie's issue with facilities is more specific *'Maybe the Library could be open after 6pm for the boarders if they want to study?'* This would also address the matter of some students wanting quiet space for personal study. Phoebe (M5) would like the boarding houses to feel more like home. *'There are some things that we are not allowed to bring...we are not allowed to put up pictures, like we can put up blu tac but the thing is we have to take it down again because they are painting or renovating. We have been trying very hard to let us paint the walls. One wall in each room would be fine but we would like to pick the colour scheme.'* (Group 2 – II). Sadly, as students move from room to room, the colour scheme appreciated by one may not be approved by another! Issues arising in this section reinforce points made in the research of Schneider (2002, p.16) who states that, *'School facilities affect learning. Spatial configuration, noise, heat, cold, light, and air quality obviously bear on students' and teachers' ability to perform.'* In addition, it connects to a study carried out by Uline and Tschannen-Moran (2008, p. 66) who state that, *'When learning is taking place in inadequate facilities, there tends not to be a clear focus on academics, and the learning environment is less-likely to be perceived as orderly and serious.'*

A few day students feel that the facilities provided for boarders should be improved with one stating that the *'Internet speed should vary with the grade of the student.'* Another feels that the school should provide *'Better boarding facilities such as clean rooms, hygiene bathrooms and washrooms.'* (Group 2 – Q). Amir (D2 Day) would love to have the opportunity to study outdoors. *'During the exams students used to put in 'all-nighters' so you discuss questions and if this is next door, you can't really*

sleep. It doesn't necessarily have to be the Study Room (for private study). 'Let's say that if you put shade above the swimming pool, some could go and study there.' (Group 2 - II). I think that adults would focus on the health and safety issues surrounding such a suggestion but maybe other outside locations could be explored?

4.5.4 The School should make the weekends less routine

Quantitative Data

No quantitative data were gathered related to this theme.

Qualitative Data

Ken (D2 Boarder) accepts that the school now provides boarding volunteers but still feels that there are not enough activities at weekends. *'It's just the same thing that happens. You try to adapt like on Saturdays we gather up a team and play football so I feel that just a little more effort could be put in to activities.'* (Group 2 – FG). I have spoken to many teachers and administrators personally and know that a number would agree to a certain extent too, but would make two points:

- It is hard to arrange activities that cover the age range 6-19 years
- They try to set up additional activities but it is hard to draw students out of their dorm rooms as they prefer to watch movies on their laptops!

4.5.5 The School needs to encourage older students to support younger students

Quantitative Data

No quantitative data were gathered related to this theme.

Qualitative Data

Anna (D2 Boarder) raises an interesting point of strategies being put in place to bring younger and older students together *'You don't get enough time to interact with the young kids or get their point of view.'* (Group 2 – FG) She suggests that rather than have separate Sports Days, maybe they could be held at the same time? The planning and logistics involved would be challenging but an idea that might be explored by the school.

4.5.6 The School should focus on communication between students, teachers and administrators

Quantitative Data

Boarding parents can develop appropriate partnerships with teachers
(+0.75 Agree) (Boarding Parents-Q)

Boarding parents know each of the students for whom they are responsible
(+1.25 Strongly Agree) (Teachers and Administrators-Q)

There are many opportunities to communicate with boarding parents
(+0.67 Agree) (Teachers and Administrators-Q)

Administrators spend more time supporting boarders than day students
(-0.2 Disagree) (Group 1 Boarders-Q)

Teachers spend more time with boarders than they do day students
(-0.54 Disagree) (Group 2 Boarders-Q)

Administrators spend more time with boarders than they do with day students
(-1.08 Strongly Disagree) (Group 2 Boarders-Q)

Administrators spend more time supporting boarders than day students
(+0.5 Agree) (Group 2 Day-Q)

Administrators spend more time supporting boarders than day students
(0 NAD) (Group 1 Day-Q)

Teachers spend more time supporting boarders than day students
(0 NAD) (Group 2 Day-Q)

There are opportunities to communicate with boarding parents
(+0.67 Agree) (Teachers and Administrators-Q)

Qualitative Data

This is a particularly big issue for one (D2) student who states that '*Misunderstanding, gossip, fear, anger, dishonesty and distrust are serious issues which are found at all levels.*' (Group 2 – Q). When asked to explain this response in more detail, s/he stated that her original words were written just after a student had been expelled when there was a good deal of discussion going on within the community. '*I just remember this overwhelming sense of betrayal. Some boarders feel caught off guard by some things that the Admin and some of their boarding parents do and I don't think that they realise that maybe they were wrong. But the way in which Admin and boarding parents went about proving they were wrong is...they didn't like it. Boarders were really upset and after that they (some) don't trust a majority of the Admin...some of the boarders don't trust the Admin at all.*' (Group 2 – II) Clearly, this is not an ideal situation and one that would require more research. I think that one has to remember that adolescence is a complex journey during which young people and adults move apart but I think that many of the adults within the school community would be surprised by these comments and that they would lead to individuals reflecting on how communication within the school, particularly when there is a crisis, might be improved. The student ends his/her comments on this matter with these words, '*I think that there does need to be an understanding between the Admin, the boarding parents and the boarders because I think sometimes they do let things slide and sometimes they don't and so I think that if you are going to let some things slide you should always let that sort of thing slide, or never let it slide.*' (Group 2 – II)

Larry (D2 Day) would encourage those responsible for the boarding programme to be '*Less strict on the rules. If it is your home, I would allow other students if I wanted to. It is also vice-versa that he can't easily come to my house as well as you have to sign out with boarding parents and that is not easy, is it?*' (Group 2 – FG). Whether Larry would actually support girls visiting boys' houses and vice-versa is not clear from his response. Cyril (M5 Day) thinks that the rules are stricter for boys than for girls. '*It seems like it is something to do with specific boarding parents.*' (Group 2 - II).

Brenda made the following suggestion to bring day and boarding students closer together. '*Once a week we get this certain programme where we just sit down, day*

students and boarders and just try and interact together, share our problems or share our success or achievement.' (Group 2 – FG). Something similar to this is utilised in some United World Colleges (UWC) and even teachers and administrators share their concerns, ideas and suggestions. A real community event. Such an activity could be explored within the top two year groups first and then, if successful moved lower down the school.

In general, Cyril (M5) feels that the current arrangements work well. *'I have had boarders at my place several times for sleepovers or just to hang out and they have to be back by 6pm. It worked well. Next year, as they will be Diploma 1 students they can be there until 10pm.'* (Group 2 – II).

One boarding parent feels that the boarding programme needs more support from the Administration. *'This could be done through boarding meetings on a Sunday evening, after dinner. These are led by boarding parents but it would be nice if the Head of Boarding joined as well.'* (Group 3 – Q)

4.5.7 The School should improve staffing in the boarding houses

Quantitative Data

Do you think that your boarding house is appropriately staffed?
(Yes 3: No 1) (Boarding Parents-Q)

Qualitative Data

Barbara (Boarding Parent) feels that the programme is understaffed. *'The ratio for boarding parents to boarders is quite high and it's hard to meet all of their pastoral, social-emotional and academic needs in a day. It would be nice to have two boarding parents on at a time or a matron/patron (support staff) system and that would help us with the number of activities that we are able to offer.'* (Group 3 –FG). The school would I'm sure agree with this but sadly funding for an increase in staff was not available at the time. Another boarding parent supports Barbara's suggestion and states *'The more the boarding facilities and staff improve, then we can expect more boarding students from different parts of the world. Hence, general school development.'* (Group 3 – Q).

4.5.8 The school should create a better balance between academic and social aspects of the programme

Quantitative Data

Do you think that more academic activities should be built into the weekend boarding programme?
(Yes 8: No 4) (Teachers and Administrators-Q)

Do you think that the activities within the boarding programme should be improved?
(Yes 3: No 1) (Boarding Parents-Q)

Qualitative Data

Betty (Teacher) feels that we have got the balance wrong. *'If I was God in this situation I would try to incorporate more academic rigour into our boarders' lives at weekends. Not sure how this would be done. I think that it is easy for boarders to fall*

through the cracks. It is easy for them to be lazy....' Jacqueline (Teacher) supports this as when she asks boarders what they have done at weekends, some say, *'Nothing, or the Town Trip.'* (Group 3 – FG). Betty wonders whether academic competitions between boarding houses could be built in to the programme or academic support at weekends, as discussed earlier. *'You want to look for ways that spending time will actually save you time, so if I were able to offer academic support a few times a year, it would, in the end save me time.'* (Group 3 – FG). This idea received mixed opinions from those who submitted questionnaires.

Individual participants who thought positively about such a suggestion stated:

- *'Boarders need more scheduled activities and less 'free time' to vegetate in front of their laptops.'*
- *'I believe that the school's academic standing is not as highly regarded as the sports program.'*
- *'This is necessary to enable boarders to finish their academic work.'*

Individual participants who disagree give the following reasons

- *'They need to relax and engage in other activities other than academics.'*
- *'Boarding students deserve a rest and their individual drive will propel them to study on the weekend. One option might be to increase support given to them in terms of academic homework time but not a proper academic activity at least not at IBDP level.'*
- *'The pupils most definitely need some down time to rest and refresh their minds. At the moment the boarders have opportunities to further their studies if they so wish, but this should remain voluntary.'*

(Group 3 – Q)

Jeremy, who is in his first year and who feels quite strongly about this issue states *'I think there comes a point where if you are cramming academic material, it becomes unproductive. So, I'm a great advocate for having down time.'* (Group 3 – II).

4.5.9 The School should improve the quality of its child protection policies and procedures

Quantitative Data

Do you feel that the school should tighten up on its child protection policies with regard to the care of boarding students?

(Yes 10: No 1) (Teachers and Administrators-Q)

Qualitative Data

Individual reasons and suggestions for improvement from teachers and administrators included the following:

- *'All who are in contact with students need to be aware of the child protection policies. Students also need to be aware. Some form of harm can be from the students themselves.'*
- *'I feel that the school lacks basic safeguarding as prescribed by CIS.'*
- *'May be there should be a workshop for all the boarding parents (including all the assistants).'*

- *'I feel that it is important that the Primary boarders also have a male boarding parent.'*
 - *'There is an opportunity for strangers to enter the campus during peak times after school and at weekends. Older students' trips to town might also perhaps lead to issues if not policed well.'*
 - *'a) Better training for all boarding staff b) auditing by an external expert on these areas.'*
 - *'Identity passes/cards for all, including staff. Areas of the school could perhaps be gated off and out of bounds for all visitors.'*
- (Group 3 – Q)

4.5.10 The school should make the policies and procedures supporting boarders when off campus more stringent

Quantitative Data

I think that the policies and procedures supporting boarding students when they are off campus should be more stringent
(Yes 7: No 4)

Qualitative Data

Some teachers and administrators stated the following reasons for this:

- *'They (the older students) are unsupervised much of the time and some activities that they may engage in may not show the school in the best light. Weekend sign out to a known designated area is fine. I do not see the need for daily sign outs between 4-6pm.'*
- *'I think they are very free, knowing that no one watches them when they go out.'*
- *'a) Can't the school do a better job of cross checking where they go? b) Can't we do more spot checks or use a technology app that would help us with this?'*
- *'Some students suffer diet-related issues and need regulation on what they buy.'* (Group 3 – Q).

A Teacher summed up his feeling by stating that, *'Boarders should be guided more and watched more carefully when off campus.'*

Individual suggestions for improvement included the following:

- *'More off campus checks.'*
- *'Involve parents in coming up with more stringent measures.'*
- *'Change the policy on allowing junk food on campus'*
- *'Have students write the guiding statements and uphold the ethos that they created. We have to redefine what it means to be a boarding student at this school.'*
- *'Do an alcohol test.'* (It should be noted that the administration uses a breathalyser when they feel that there is a need to do so)
- *'Study what other first-rate boarding programs are doing throughout the world.'* (Group 3 – Q)

Clearly, boarding schools can always do more to check up on where students are and apply more stringent policies but one of the purposes of allowing them some freedom is to demonstrate trust and respect. If they let themselves down, appropriate

consequences should be in place. The town is small and therefore it is difficult for students to go somewhere where a member of the school community will not see them.

Individuals who disagreed with the notion that procedures should be tightened gave the following reasons:

- *'I think that they are appropriate.'*
- *'If they don't experience challenges within the real world we are not helping them develop as conscious members of society.'*
- *'I think there is a fair system for the different ages of students when they go off campus. As long as we have parent permission then I think that our system seems to work.'* (Group 3 – Q).

4.5.11 Additional Comments

A teacher feels that students lack commitment if the activity is not a formal part of the school's programme, e.g. IBDP CAS. *'A lot of effort goes into the planning and the students need to show that they are receptive.'* Another feels that boarding parents need to be given more freedom to arrange activities and that the school should allocate more funds to this area of its work. *'This has to be directed by someone innovative who has experience....'* S/he feels that rewards are the key and suggests *'Bronze, Silver, and Gold Involvement Awards'*, followed by a performance(s). (Group 3 – Q).

A teacher feels that the quality of the food on campus should be improved as *'This has a direct impact on so many other areas of the school.'* Two administrators disagree with this giving their reasons as *'I am not sure that we could do food any better than we do. May be a bit less sugar,'* and *'I think that the food is fine. I think that we do pretty well for what we have.'* This may well be a reference to the limited budget within which the school has to work in this area.

Summary

On the basis of the quantitative and qualitative data gathered and analysed, it is clear that the school could maximise opportunities and provide appropriate support and pastoral care for the student community by taking note of the following points:

- Boys and girls could be allowed into each other's boarding houses
- Some of the rules within the boarding houses could be made less rigid
- Students ought to feel that their voice is heard and acted upon
- The weekend programme could be developed and made less routine
- Older students could be given more opportunity to support younger students
- The overall quality of staffing within the boarding houses could be improved
- There could be a better balance between the academic and social aspects of the boarding programme
- The quality of the child protection policies could be improved
- The policies and procedures supporting boarders when off campus could be made more stringent

I will now analyse the data connected to the final research question.

4.6 Strategies that the school could put in place to ensure that teachers, boarding parents and administrators are provided with an appropriate organizational framework and culture that allows them to carry out their professional responsibilities efficiently and effectively (Research Question 4)

What strategies could the school put in place to ensure that teachers, boarding parents and administrators are provided with an appropriate organizational framework and culture that allows them to carry out their professional responsibilities efficiently and effectively?

The qualitative data collected using each method was colour coded 'black underscore' for inclusion in this section.

4.6.1 The School should increase the number of boarding staff

Quantitative Data

Do you think that your boarding house is appropriate staffed?
(Yes 1: No 3) (Boarding Parents-Q)

Qualitative Data

One boarding parent thinks that non-boarding staff (teachers) should have some boarding duties *'To intensify boarding rules so as to manage boarders, especially those who are always looking for attention.'* He/she goes on to suggest that the school *'Invites teachers to do at least one activity a term.'* This is supported by another who adds that there is a need to employ both more volunteers and a matron for each dormitory.' This would be a big decision for the school, which would require teachers' contracts to be changed. The majority feel that they are already asked to do too much so a lot of work would be required to change this area of the school's work, including some incentive(s) to work longer hours. One adds that it is important to *'Increase the number of staff who are directly involved in boarding so that boarding parents can focus on crucial aspects of pastoral care like providing mentorship, support (including academic), pre-empting and dealing with issues in a timely manner.'* S/he also feels that boarding parents should be given more autonomy in terms of the running of their boarding houses.

One teacher sees time to carry out responsibilities as important and states that, *'Boarding parents should be full time. Boarders should be able to experience more trips like they would if they were with their family.'* (Group 3 – Q). David, an administrator feels that, *'There are a number of areas where we could provide better services for students,'* and increasing the number of staff would help with this. However, *'In our present financial situation they are icing on the cake and at the moment we can only dream about them.'* (Group 3 – FG).

Jeremy, a teacher thinks that this is one of the main issues within the school. *'When I completed the questionnaire, I just didn't think that I could have worked any harder and wasn't keeping my head above water at all. I treaded water with regard to my teaching.'* (Group 3 – II) Clearly, maintaining a high standard of teaching is a major responsibility for the school's administration and this comment will require some thought and reflection.

4.6.2 The School should improve its boarding system and policies

Quantitative Data

No quantitative data were gathered related to this theme.

Qualitative Data

One boarding parent feels that the administration needs to improve the boarding system within each boarding house as *'This would ensure that we continue to work together instead of working in separate dorms. It would also provide continued professional development for boarding parents.'* Another agrees that there should be an opportunity *'To go through the boarding rules and policy.'* A third focuses on the need for better communication within boarding *'Where administrators, boarding parents, teachers, parents and students would actively engage and interact with each other.'*

4.6.3 The School should improve its boarding trips and exchange programmes

Quantitative Data

No quantitative data were gathered related to this theme.

Qualitative Data

One boarding parent feels that additional funds should be added to the boarding budget, and another thinks that the school should hire a *'Boarding Activities Coordinator. This would allow for a wider range of activities including trips..., involvement with NGOs and other local groups within the community.'* These are clearly positive suggestions but difficult to achieve in a school with a very limited budget. A third agrees that there is a need for more *'off-campus boarding trips during weekends so students can explore the region,'* and a fourth goes further suggesting that, *'The school should have exchange programs with other international schools.'* Interestingly, Mahoney & Stattin (2000) raised similar issues when arguing that being involved in activities that are structured rather than unstructured has a positive effect on students.

4.6.4 The School should create a professional development programme for boarding parents

Quantitative Data

No quantitative data were gathered related to this theme.

Qualitative Data

Two boarding parents feel that professional development for boarding parents is extremely important. This is an area of the school's work, which I feel should be developed in order to provide more consistency of care. Anderson (2005), for instance, states that this is good practice in residential schools while the Australian Boarding Schools Association (ABSA, 2018b) and the Boarding Schools Association (BSA, 2018b) provide appropriate professional courses.

4.6.5 The school needs to develop its facilities and resources

Quantitative Data

No quantitative data were gathered related to this theme.

Qualitative Data

One Teacher feels that it would be beneficial for learning if students were able to use the IT Lab more frequently and that boarding houses should be supervised more effectively to prevent students returning to their rooms during the day. There are cost implications to such decisions, of course. In addition, she feels that the water supply on campus should be monitored even more closely to stop students and teachers from contracting water-borne diseases.

4.6.6 The School should consider changing the structure of the working day

Quantitative Data

No quantitative data were gathered related to this theme.

Qualitative Data

A Primary School Teacher feels that the Early Childhood class day should be longer, particularly for 4 to 5-year olds. *'We could achieve so much more with an extra two hours a day.'* The school has looked into the cost of this but at this time cannot afford it.

A Middle Manager comments that the hour after Study Hall when students are allowed to be active should be curtailed as the current system *'makes it difficult for them to calm and de-stress for sleep.'* He also recommends that the school day starts later for adolescents as research shows that such students learn better later in the day. It should be noted here that one or two leading international schools have already begun to implement such an initiative, which is consistent with the outcomes of a study by Edwards (2012, p. 982) who, writing from a US perspective states that, *'Using variation in start times both within and across schools, I find that an increase in start times by 1h would lead to a 3 percentile point gain in both Math and Reading test scores for the average student.'*

A Secondary Teacher states that *'Boarders should not be allowed to leave before classes end, especially at the end of each quarter,'* something which is desirable to ensure both continuity of learning and an appropriate closure to the term/school year. However, this would clearly be difficult to enforce (Group 3 – Q).

4.6.7 The School should consider its approach to teaching and learning

Quantitative Data

No quantitative data were gathered related to this theme.

Qualitative Data

A Secondary teacher comments that she feels that life skills should be taught more effectively to support the IB philosophy and recommends the use of *'work planners and tutor/boarding parent signatures...to improve cohesion.'* This is supported by

another who feels that students would benefit from specific training in the organization and management of their work. (Group 3 – Q). *'I think that the students who are doing well here are students who can naturally manage their own workload.'* Jeremy reinforces the need to support boarders' academic work while they are in their dorms (Group 3 – II).

Betty, a teacher would consider carefully a request to offer academic support to students in need six times a year as *'My students might be a little less likely to fall between the cracks.'* (Group 3 – FG). Jacqueline thinks that it is important to change the culture when students are young, particularly in terms of weekends, which she feels should support sports, activities and academic work. *'I think that a lot of our kids, particularly at M4/M5 (14-16 years) not at the Diploma level, they waste away the weekend.'* (Group 3 - FG).

4.6.8 The School should consider improving its communication channels

Quantitative Data

I develop partnerships with the parents of boarding students as easily as I do with the parents of day students

(-0.5 Disagree) (Teachers and Administrators-Q)

Qualitative Data

A Middle Manager feels that more time should be given to teachers to communicate regularly with boarding parents. One thinks that there should be more time given to *'collaborative meetings as a department'* as in his opinion the current meeting schedule is not effective. (Group 3 – Q). S/he continues *'At my previous school we used to do 5 minutes every morning in the Staff Room. So, then there is no need to have this big weekly meeting.'* (Group 3 – II). Michael, a teacher is keen for his line-managers to use less e-mail and have a greater number of face-to-face discussions, which may well be more culturally appropriate for him. (Group 3 – Q). Pauline, an Administrator, who recently set up meetings between teachers and boarding parents every second week, supports this. She feels that this has made a huge difference. (Group 3 – FG)

Summary

Analysis of the quantitative and qualitative data gathered here make clear that research participants believe the school could put strategies in place to ensure that teachers, boarding parents and administrators are provided with an appropriate organizational framework and culture that allows them to carry out their professional responsibilities efficiently and effectively, as follows:

- The number of boarding staff could be increased
- The general boarding system and policies could be improved
- The boarding trip and excursion programmes could be improved
- A professional development programme for boarding parents could be created
- The school's facilities and resources could be developed
- The structure of the working day could be reviewed to support the learning needs of all students
- The school's approach to some aspects of teaching and learning could be reviewed

- Communication channels within the school community could be improved

On the basis of analysis undertaken of the data gathered, both quantitative and qualitative, further discussion and conclusions will be provided in Chapter 5.

Chapter 5.0 – Discussion and Conclusions

5.1 – Introduction

In this final chapter, the major points from the study will be discussed and through this, key issues drawn out which will conclude with a list of drivers for the successful implementation of a boarding programme. I will end my study with my own reflections on both the strengths and areas for improvement of the research process.

5.2 – The Foundation of the Study

5.2.1 – The Rationale and Context

The major purpose of the research enquiry was to analyse data gathered from boarders, day students, teachers, boarding parents and administrators on the effect a boarding community has on a whole school community within a Tanzanian international boarding/day school. The foci of the study were the strategies that could be put in place for each of these constituent groups in terms of making the community work more efficiently and effectively as the school moves forward. This led to me drawing up the title of this research enquiry, which states:

Drivers for the Successful Implementation of a Boarding Programme: A Case Study of a Tanzanian International School Campus

This was underpinned by the following four research questions:

- 1) What do the students, teachers, boarding parents and administrators at the school think are the opportunities and challenges of living/working in such a school?*
- 2) How do students, teachers, boarding parents and administrators studying/working at the school feel that this experience impacts their life and work?*
- 3) What strategies could the school put in place to maximise the opportunities available and to provide appropriate support and pastoral care to the whole student community?*
- 4) What strategies could the school put in place to ensure that teachers, boarding parents and administrators are provided with an appropriate organizational framework and culture that allows them to carry out their professional responsibilities efficiently and effectively?*

By analysing feedback on each question from each constituent group those interested in this study should gain a clear understanding of the issues involved and the matters that would need to be addressed in order to maximise the potential of both the school's boarding programme and those whose lives are impacted by it.

Within the literature review, research on the boarding education provided in the UK, North America, Australia and sub-Saharan Africa (including Tanzania) was reviewed and analysed, along with theories connected to a boarding education, international schools and boarding in international schools. By focusing on a broad range of research the advantages and disadvantages of a boarding education and how these might impact the life and work of students, teachers, administrators and boarding parents in an international boarding/day school in Tanzania were drawn out.

5.2.2 – The Research

I decided that a Mixed Methods approach including Focus Group Interviews (Qualitative); Digital Questionnaires (Quantitative and Qualitative) and Individual Interviews (Qualitative) would support my empirical research as although it would be important to obtain survey feedback, there needed to be an opportunity to explore this in greater depth, where necessary. In order to create the digital questionnaires, I set up focus group interviews with representative groups of students (P6/M5/D2), Teachers and Administrators, and Boarding Parents whose lives and work were impacted by the boarding community within the school and to draw out the major themes that would form the structure of each questionnaire. Having completed the survey section of the study, I then arranged individual interviews with those I felt had raised some particularly interesting points that needed to be explored further. I was conscious that the sample sizes within each phase of the research would be small and therefore generalizability would be limited. However, it was hoped that the study might also be useful to those working within the fields of international education, boarding education and Tanzania where appropriate connections could be made (Relatability/Transferability).

The major challenges with the study were as follows:

- 1) Selecting participants for each group within each phase of the study as neither the student year groups, nor the numbers of teachers, administrators and boarding parents involved were large and ideally, I did not want individuals to participate in more than one phase.
- 2) Finding a mutually convenient time for the focus group interviews as all those within the school led busy lives.
- 3) Seeking formal parental permission for students to participate in the project took a great deal of time and effort, particularly for boarders. This was partly due to the fact that many families lived some distance away from the school and e-mail is not the preferred method of communication within Tanzania, but possibly also due to the fact that the written information that was sent out was only in English.
- 4) Encouraging those who participated in the digital survey to complete it within the deadline set. The support of teachers, parents and boarding parents was very much appreciated here.
- 5) Recording both the focus group and individual interviews. On two occasions I found that I had forgotten to switch on the voice recorder part way through an interview.
- 6) Transcribing the voice recordings, particularly those of the focus groups was difficult and time-consuming work as one had to learn the voices of the individual participants, many of whom spoke very quickly and at times unclearly.

Although these were certainly challenging and time-consuming I do not feel that they impacted the conclusions to the study. The data obtained from the three phases of the research were then analysed and findings obtained to the four research questions.

5.3 – The Findings

5.3.1 – The Key Issues

Research Question 1

The Opportunities:

The majority of the participants involved in the study saw the following as opportunities of having a boarding community as part of the whole school community:

- 1) The development of a sense of community, as noted elsewhere by Stern (2013)
- 2) The positive effect on the school's diversity, a point supported by Halicioglu (2016, p.134) who states that, *'Living together with people from other cultures has the potential to facilitate genuine intercultural understanding.'*
- 3) The provision of a safe, secure environment for students, again as noted by Halicioglu (2016)
- 4) The broad range of sports and co-curricular activities

The opportunity to develop friendships across the school for both day and boarding students was focused upon by all of the groups but one boarding parent felt that day students did not find it as easy to make friends with boarders. The adult groups within this section commented on the positive relationship created between students and teachers. Martin et al. (2014, p.1010) agree with this when they state that boarding students *'engage in a different set of activities and interactions with peers and staff, thus providing differing opportunities for growth and development.'* It is consistent also with the work of John Macmurray (Stern, 2013) who argues that schools do not just focus on teaching and learning but are *'communities like households'* (p.728), and with that of Sacks (2007) who speaks about the importance of constructing relationships both inside and outside the school.

Some boarding students and boarding parents drew out the value that the school gives to the student voice but this was not mentioned by day students, teachers or administrators. From a review of the data, this is an issue within the school that is focused on in a number of ways in other areas of this study.

Interestingly, it was only Group 2-day students that mentioned the positive environment for study and the opportunity to focus on learning, which may be because those living outside the community can perceive these more clearly. Hodges et al. (2013) clarify that these are some of the major reasons why parents in Australia send their children to boarding schools. This connects well to the work of Atkinson (1957) on Expectancy – Value Theory,

Other matters raised by only one of the groups included the following:

- The large number of Tanzanian students and the positive effect that this has on the school community through the development of strong cultural links (An Administrator)
- The range of opportunities on offer to boarding students (Some Teachers and an Administrator)
- The promotion of skills for future life (A Teacher)
- The beautiful environment in which the school is situated (A Teacher)

These references may be due to the fact that these groups have a greater understanding of the added value of certain aspects of the school's work. They connect well to Hodges et al. (2013) who state that parents value the range of sporting and academic opportunities available in boarding schools and the focus on character building. They state that many parents '*identified that being a boarder led to becoming a well-rounded, well-balanced person who was independent, self-reliant, tolerant and compassionate.*' (p.39)

The Challenges:

The data from boarding, and day students showed that the challenges of living/working in a school with a boarding community tend to focus on aspects of everyday life, e.g. day and boarding students having the opportunity to attend school events; food in the Dining Hall; some strict boarding parents, and noise levels within boarding houses. Morgan (2004, p.9) supports this by stating that '*Boarders are more concerned about the practicalities of daily life – restricted freedom, strict rules and food – than their parents.*' Boarders clearly feel that they are constantly being observed and judged both inside and outside the campus. However, interestingly this was not an issue raised by day students. These students commented more on the difficulty of creating friendships with boarders which may be due to the fact that in so many ways, boarders do not need to worry about this as the majority have friends on campus 24 hours a day. Another challenge perceived by day students was the lack of sports facilities which they can use, which may be an issue as they have greater difficulty in accessing them. A major concern for boarders was the feeling that their voice is not heard by adults within the community, one which in general is not supported by the adults themselves.

Workload was a particular challenge for teachers, administrators and boarding parents. A number of boarding parents have concerns that they are unable to provide the support and care to their students that they feel they deserve. All boarding parents state that the 24/7 nature of their work is a serious issue particularly when staffing levels are low. Halicioglu (2016, p.143) cited Upham (2010) as arguing, '*Staff need to understand that working in a boarding school is not just a job: instead it is a way of life.*' Clearly, he or she knows the responsibilities involved when they sign their contract with the school but a number feel that their workload is unreasonable and although I am no longer part of the school's administration I hope that it will explore this matter further as I feel that it was one of the key problems during the time I carried out my research.

One matter that I had not considered as being difficult for some teachers was that of working with a group of students who are close knit. The pressure that this appears to put on some adults within the community might also be a topic for future research.

Research Question 2

Boarding students raised more issues in terms of the impact the boarding community has on their life and work at the school than any other group. They felt that it helps develop friendships, which was also mentioned by day students. This is supported by Morgan (2004, p. 9) who states that '*Parents and boarders agree that living with friends is the best thing.*' Boarding students also focused on the complexity of living in such a diverse community, a point also noted by (Halicioglu, 2016) in her boarding school-focused study. Day and boarding students felt that the boarding community increased the breadth of the activities in the school. The students felt differently about the issue of teachers, administrators and boarding parents focusing more on boarders than day students, with boarders stating that they give more of their time to them and

day students disagreeing with this. Younger boarders felt that they do not concentrate more on them, while M5/D2 day students neither agreed nor disagreed with this statement.

All students felt that the boarding community had a positive impact on teaching and learning, which was also supported by teachers and administrators – a point consistent with the conclusion of Halicioglu (2016, p.145) that, '*Out-of-the-classroom, authentic learning opportunities abound in the residential setting.*' However, there was a difference in opinion on the issue of the student voice and how this was valued within the school with three out of the four boarding parents stating that there were appropriate strategies in place to support this and 10/13 M5/D2 boarders feeling that this was not the case. Day students did not appear to see this as a major issue but would have little experience of this issue on which to make a judgment. This is an area of the school's work that might also require further research, which could be informed by, for instance, the work of Mitra (2004) who points out that a new focus on the student voice has served to bring change to schools, 'including helping to improve teaching, curriculum, and teacher-student relationships and leading to changes in student assessment and teacher training.' (p.652), ideas echoed by Fielding (2001) and Mitra (2003).

Boarders raised the matter of connection to family, which should not be such an issue for day students. Morgan (2004, p.9) supports this by stating that '*Parents and boarders agree that being away from family and friends is the worst thing about boarding.*' They also brought up the effect boarding has on individual boarders. Teachers and administrators focused on issues around living on or off campus and a major concern linked with the difficulty of building a professional relationship with students' parents, particularly those of boarders.

Research Question 3

It was interesting to see the very different perspectives of each group once the data on this question had been analysed. Young boarders, young day students and a teacher focused on the need to improve the quality of the food but otherwise the key issues are generally quite different. Three matters within the teacher and administrator group may well have been emphasised due to specific questions within the survey, but it should be noted here that issues within the questionnaire grew out of discussions within the focus groups. As the boarding community, its structure and programme affect each of the groups in specific ways it isn't really surprising that the matters raised by each one are so different. Boarding students focused on issues related to boarding house structure, the importance of listening to their voice, the weekend programme and building closer relationships between students of different ages, both day and boarding. The importance of the need for a quality weekend programme is emphasised in Morgan (2004, p.15) who, writing from a UK perspective states that those students '*who do not return home for the weekends can find themselves at a loose end.*' Day students emphasised the need to bring them closer to the boarding community along with that of better communication. Boarding parents would like to improve staffing and the quality of meetings, and teachers and administrators feel that the boarding programme should be more rigorous from an academic perspective and that policies and procedures related to child protection and students being off campus would benefit from on-going review.

Two issues that did cross all groups in some way were the importance of the boarding activities programme and the need for improved facilities, possibly due to the fact that these affect all of the stakeholder groups in some way. The issue of the importance of boarding activities builds on the work of Feldman and Majasko (2005, p.202) who

make the point that, *'Structured activity participation has been linked to many positive academic, behavioural, psychological and young adult outcomes while Mahoney and Stattin (2000, p.79) state that, 'Adolescents who participated in structured after school activities reported low levels of depressed mood compared to adolescents not participating in such activities.'* The school has worked hard on these matters over recent years but without additional funding, or all teachers being prepared to be involved in weekend activities without any increase in salary, these will continue to be a challenge for the school.

Having analysed the data on strategies that might be put in place to maximise opportunities for students, the final section will consider how the school could do the same for adult professionals within the community.

Research Question 4

As this question is very much focused on the life and work of teachers, administrators and boarding parents, one can understand that the feedback provided was more plentiful from these groups than from the others. However, the only common issues across the adult groups were the need for increased staffing along with a desire to improve the boarding excursion programmes, a point reinforcing the conclusion of Halicioglu (2016, p.142) that, *'A major role for any residential school is to ensure adequate staffing. The huge responsibility of caring for the children of others 24 hours each day, seven days a week, should never be underestimated.'*

The only strategy proposed by a student (Group 2 – Day Student) was linked to staffing as it focused on the need to increase the school's counselling service, an issue which the school has been trying to address for some years. Dahir and Stone (2003, p.221) state that, *'School counsellors, who partner with principals and key stakeholders to embrace accountability, promote systemic change with the expressed purpose of furthering the success of every student'* while Stone and Clark (2001, p.46) who argue that, *'School counsellors and principals can be powerful allies for school reform.'*

Individual teachers and administrators recommended the implementation of at least one of the following strategies:

- Greater use of the IT Laboratory
- More supervision in boarding houses
- More frequent checks on the school's water supply
- Less time for boarding students to utilise for recreation after Study Hall
- A later start to the working day for older MYP and IBDP students, a matter which some international schools are already beginning to address (NIST, 2017: ISP, 2018)
- Students should not be allowed to leave for vacations before school officially closes
- The Life Skills curriculum should be taught more effectively
- Students should receive training in terms of the organisation and management of their work
- Teachers should provide academic support to boarders during the week-end, a point consistent with a conclusion of Halicioglu (2016, p.141) that, *a residential curriculum should be in place in residential schools....: it is ongoing, and should encompass every aspect of the residential facility.'* Whether this should include academic support would of course be up to the school to decide.

- The system of communication between teachers and boarding parents should be improved
- There should be more time for collaborative meetings
- The amount of e-mails sent to teachers should be decreased and the number of face-to-face meetings for teachers should be increased

Some boarding parents focused on the need for a more consistent approach to boarding across all boarding houses, along with the importance of them receiving more professional development opportunities, the latter point being raised by Hodges et al. (2013) and Anderson (2005). Appropriate professional courses are offered by, for instance, the Australian Boarding Schools Association (ABSA, 2018b) and the Boarding Schools Association (BSA, 2018b). Halicioglu (2016, p.144) supports the importance of appropriate training, arguing in her study that, *'Whatever means of support is chosen, the adults in the residential facility need professional support in order to ensure that the children are safe, physically and emotionally, and well cared for.'*

Some of these suggestions are of course easier to move forward than others and purely require time for reflection supported by colleagues being able to be both flexible and open-minded. However, others require increased funding and might form part of an on-going process of strategic planning.

5.3.2 Summary

Through the analysis of the data provided in the three phases of this study a number of key issues have emerged that if moved forward by the Senior Leadership Team have the potential to create a better culture and learning environment for all members of the school community. There are clearly many opportunities provided to a school through developing a boarding community, as stated above but these bring a number of challenges in their wake. They are clearly different for each constituent group but those with the highest agreement are the following:

- The professional relationship between some boarding parents and boarders should be reviewed. Are some being too strict? as argued by one senior and one junior boarder as well as one senior day student. A professional development plan for boarding parents would be valuable.
- It is hard to separate boarding life from that of the day-to-day experience in classrooms (Some Senior Boarders)
- The school would benefit from finding ways to develop friendships between day students and members of the boarding community (Some Senior Day Students and Boarders, as well as some Boarding Parents, Teachers and Administrators).
- The school should ensure that all students feel that they have reasonable access to facilities (Some Day Students)
- The school should ensure that the voice of boarders is heard and that appropriate feedback is given to them such that the communication 'loop' is closed (Some Senior Boarders and one Boarding Parent)
- The school should examine the workload of teachers, administrators and boarding parents to ensure that these groups can provide a professional service to all members of the community (Many Teachers, Administrators and Boarding Parents)
- The school should try to ensure that groups of students do not collaborate together to undermine the professionalism of teachers. One teacher felt that

boarding students could group together and provide a reason why none of them could complete a homework assignment. (A Teacher)

Again, the ways in which a boarding community impacts the life and work of those within the school is different for students and adults but the key issues here are as follows:

- Being a boarder helps to develop friendships at school (Some Junior and Senior Boarders, some Senior Day Students, and many Teachers, Boarding Parents and Administrators). White (2004, p.76) notes that, *'relationships among students and staff...tended to be personal, informal, and involve the entire human personality.'*
- It is challenging to live and work in such a diverse community (Some Boarders)
- It increases the breadth of activities for all students (Some Day Students and Boarders, as well as many Teachers, Administrators and Boarding Parents). Morgan (2004, p.12) states that *'Out of class activities came as a close runner up to friendships as the best thing about boarding for both parents and boarders.'*
- It has a positive impact on teaching and learning (Many Boarding and Day Students, Teachers and Administrators)
- It can raise issues regarding whether the student voice is both heard and valued (Many Senior Boarders and one Boarding Parent)
- It affects the personal lives of boarding parents, teachers, administrators in both positive and negative ways (Many Teachers, Administrators and Boarding Parents)
- It is difficult to pursue quality partnerships with boarder families (Many Teachers, Administrators and Boarding Parents)

Research Question 3 focused on strategies that might be put in place to maximise student potential and Research Question 4 on those that could be implemented such that the professionals within the school are provided with the support and care that they need to be efficient and effective.

In terms of maximising student potential (Research Question 3) the data suggests that effective strategies might be developed to:

- Clarify how the adults within the community listen and respond to the student voice (Many Senior Boarders and one Boarding Parent)
- Improve the quality of the weekend programme (Many Senior Boarders, Teachers, Administrators and Boarding Parents).
- Bring day and boarding students closer together (Some Senior Day Students)
- Improve communication (Some Senior Day Students, as well as some Teachers, Administrators and Boarding Parents)
- Increase staffing within the boarding houses (Many Teachers, Boarding Parents and Administrators)
- Improve the quality of boarding meetings (Some Senior Boarders and Boarding Parents)
- Provide boarding students with academic support during weekends (A few Teachers, Administrators and Boarding Parents)
- Review child protection policies and procedures as well as those linked to students being off campus (A few Teachers)
- Improve facilities for both boarders and day students (Some Senior Boarders and Day Students)

- The data suggests that strategies that might support the professional work of the adults within the community (Research Question 4) would be:
- Increase the number of staff working within the boarding community (Many Boarding Parents, Teachers and Administrators)
- Improve the Boarding Excursion Programme (Some Boarding Parents, Teachers and Administrators)
- Improve the quality of the school's Counselling Service (One Day Student)
- Review the length of the working day for MYP and IB DP students (A few Teachers and Administrators)
- Encourage teachers to provide academic support to boarders during week-ends (A few Teachers and Administrators)
- Improve the system of communication between teachers and boarding parents (Some Teachers and Administrators)
- Increase the amount of time given to collaborative meetings (A few Teachers)
- Provide quality professional development for all boarding parents (Some Boarding Parents, Teachers and Administrators)

Some of the above key issues were not commented upon within the literature reviewed as part of this study which may be due to the fact that little research has been carried out on boarding education in the context of international schools. Gathering and analysing data from those directly involved in the school's boarding life and work has clearly been important in terms of leading to a better understanding of the impact that a boarding community has on the culture, environment and activities within the whole school. However, as I carried out the data analysis I reflected on the fact that, as School Director I had to be very careful to utilise the data responsibly to provide valid conclusions to my research. I worked hard to be objective, to analyse data systematically and not allow my own bias to affect the evidence collected for my study. As Chapman (2014, p.7) states, '*No matter what or how many precautions you take, you can be sure that there will be some who challenge your work. It may be your literature base, your methods, your analysis and interpretation of data or your conclusions.*' While acknowledging the potential limitations and tensions arising from my roles as both School Director and researcher, I believe that I have taken appropriate steps to minimise the limitations inherent in research of this type.

5.4. Drivers for the Successful Implementation of a Boarding Programme in a Tanzanian International School

The analysis of the data from my research enquiry suggests that some of the drivers for the successful implementation of a boarding programme in a Tanzanian international school are as follows:

The development of strong personal and professional relationships across all members of the student and adult communities within an environment of trust and respect

Evidence:

(Boarding Students-Q (Weighted Mean Data) (WMD); (Day Students-Q (WMD); (Boarding Parents-Q (WMD); (Teachers and Administrators-Q) (WMD); Simon (D2) (Group 2-FG); Boarding Parent (Group 3 FG); Pauline and David (Administrators), Jaqueline and Betty (Teachers) (Group 3 FG)

(Bass, 2014); (White, 2014); (Martin and Dowson, 2009); (Epstein, 1983); (Stern, 2013); (Hey, 2010)

The development of an appropriate professional development programme to support the pastoral work of boarding parents

Evidence:

(Boarding Parents-Q); (Teachers and Administrators-Q); Personal Experience

(Hodges et al, 2013); (Anderson, 2005); (Hawkes, 2001); (Halicioglu, 2016)

The development of quality weekend, activities and sports programmes that support the school's mission

Evidence:

(Boarding Students-Q) (WMD); (Day Students-Q) (WMD); (Boarding Parents-Q) (WMD); (Teachers and Administrators-Q) (WMD); David (Administrator) (Group 3 FG); (Julie (M5) (Group 2-II)

(Bronfenbrenner, 1979); (Feldman and Matjesko, 2005); Mahoney and Stattin (2000)

The development of open and clear communication between all members of the school who work with adults and students within the boarding community

Evidence:

(Boarding Students-Q) (WMD); (Day Students-Q) (WMD); (Marcia) (Group 2 Q) and (Group 2 II); (Brenda (D2) (Group 2-FG) (Boarding Parents-Q) (WMD); (Teachers and Administrators-Q) (WMD); (Boarding Students) (Group 2 FG); (Middle Manager) (Group 3-Q); (Teacher) (Group 3-II); (Administrator) (Group 3-Q)

(White, 2004); (Epstein, 1983); (Gambone et al. 2001); (Stern, 2013); Sacks, 2007)

The development of a safe and secure environment for all members of the community

Evidence:

(Boarding Students-Q) (WMD); (Day Students-Q) (WMD); (Boarding Parents-Q) (WMD); (Teachers and Administrators-Q) (WMD)

NB: I see this being closely linked to staffing both in terms of teachers and administrators as a closer link between the teachers and the boarding community and an increase in the number of boarding staff would provide students with an even safer and more secure environment. (Boarding Parents-Q); (Teacher) (Group 3-Q);

The development of a boarding community within which the student voice is heard, valued and acted upon

Evidence:

(Boarding Students-Q); (Anna (D2) (Group 2-Q); (Phoebe (D2) (Group 2-II); (Ken (D2) (Group 2-FG); (Marcia (D2) (Group 2-Q); (Boarding Parents-Q); (Anna (D2) (Group 2-II)

(Hall, 2017); (Sellman, 2009);

The development of a boarding environment where the facilities, schedule and guidance maximise social and learning opportunities for all students

Evidence:

Facilities: (Edwin (D2) (Group 2-FG); (Petra (M5) (Group 2-II); (Day Students-Q); (Amir (D2) (Group 2-II)

Schedule: (Teachers and Administrators-Q)

Guidance: Marcia (D2) (Group 2-II)

(ISP, 2018); (NIST, 2018); (Edwards, 2012); (Schneider, 2002); (Uline and Tschannen-Moran, 2008); (Dahir and Stone, 2003); (Stone and Clark, 2001)

The provision of appropriate workloads for teachers, boarding parents and administrators such that each one is able to provide effective care and support as well as quality learning for all students

Evidence:

(Boarding Parents) Group 3-FG); (Boarding Parents) (Group 3-Q); (Teacher) (Group 3-Q); (Administrator) (Group 3-Q); (Jeremy) (Group 3-II);

(Halicioglu, 2016); (Upham, 2010);

Although I am no longer the school's Director I am confident that the Senior Leadership Team will consider this piece of research and use it to continue the development of the school's current boarding programme as well as to bring about institutional change. Plans are being drawn up to construct the first ever boarding house at our Arusha Campus. This will be in the shape of a Masaai boma (tribal home) and should open in August 2019. I am hoping that my research will be helpful as the school implements this new initiative.

5.5 Conceptual Framework and Issues Arising

The conceptual framework that underpinned this research study was discussed in Section 2.4. It is clear from the conclusions drawn that a number of new insights have contributed to the development of the conceptual framework through extending the context in which it has previously been applied to the relatively new context of residential international schools.

5.6 The Next Steps

I have lived and worked in both UK and overseas boarding schools for 18 years and have valued the experience gained in seven different schools and countries. The boarding community that lies at the heart of this study has supported and guided the lives of many young people and I hope that the strengths of this have been highlighted throughout this piece of research. Clearly, there is always room for improvement. My sincere hope is that the time and effort put in to this study will assist both the school, and others similar to it, to reflect on current practice to see whether strategies can be put in place to raise the quality of their boarding programmes.

5.7 Reflections

As I draw this piece of research to a close I have reflected on the processes and procedures that I have followed since its inception in July 2016 as, along with the findings these too can be used by others to inform and improve future research. My thoughts are as follows:

- The research would have benefited from me giving even more thought to the research questions as I wonder whether the third and fourth questions are indeed clear and concise. The third question should have a focus on students and the fourth on adults. This possible lack of clarity made some aspects of the data analysis challenging.
- Larger sample groups might have given me more confidence that the findings were more representative of the school as a whole.
- There were limitations in terms of the time that I could give to my research.
- The fact that I was Director of the school might have led some participants, particularly the students, to say what they thought that I wanted them to say. Having said this, I was quite surprised by the richness and honesty of the feedback that all groups were prepared to share with me. I tried hard not to allow my personal opinions to affect the quality of the data but have to accept that there might well be some level of bias due to the nature of my professional work, even though in many ways I could be described as an 'outsider' in terms of the school's boarding programme. In reflecting throughout the study on my own positionality, I believe I have been 'upfront and reflexive' as recommended by Cormier (2018, p.332) in arguing that *'Qualitative researchers must 'situate themselves relationally, socially, personally, and politically in their research. Being upfront and reflexive about positionality allows readers to situate the research, adding an element of trustworthiness to the research.'*
- I wonder whether it might have been better to create the digital questionnaire based on my own thoughts and ideas and then used focus groups to explore the key themes from these. This may have led to key themes being explored in greater depth. Having said this, I have always been an 'outsider' in terms of the boarding community, as my role as Director distanced me from the day-to-day operations of our residential programme. Using the insight of those who both live and work in the boarding programme on a day-to-day basis to create the questionnaires probably drew out a greater number of the issues, each of which I feel was explored effectively.

- I was surprised that the piloting of the questionnaires did not bring out some of the problems that I later found within the surveys, e.g. a lack of focus of some of the questions; questions that repeated the content of others. The piloting process of the adult questionnaires would have been improved by me meeting with each participant rather than asking for e-mail feedback if he/she felt that this was necessary.
- My original decision to use students in the top class of the Primary School (P6) as a separate group within the study was later found to be a poor one due to the fact that they had a limited knowledge of the content and often a lack of appropriate English vocabulary. Including the first class in the Secondary School (M1) certainly improved the quality of the data considerably.
- The data obtained in the study may have been improved if those who felt that they needed it had access to the information in Kiswahili.

Although there were some areas of the study that could be improved it also had a number of strengths:

- Its focus on an international boarding community in East Africa is fascinating from educational, social and cultural perspectives and will serve to develop an understanding of how this aspect affects the life and work of the whole school.
- It provides an opportunity for the voice of boarding and day students aged 10-19 years to be heard within the field of international education.
- It should lead to positive change in the school in which the study took place and also to similar schools, both national and international that benefit from a similar day and boarding community. However, although I am not claiming that one could extrapolate my findings from this case study to any other schools I do hope that other similar institutions might find my research of interest and that its findings might inform their own future planning.

This has been a truly fascinating process and I have very much enjoyed all aspects of this learning journey. I feel that my research has clarified the opinions of five key constituent groups within the school on four questions related to the drivers for the successful implementation of a boarding programme within an international school in Tanzania. I feel privileged to have had this opportunity to contribute to the understanding of this important concept within the field of international education and thank all those who have supported me, both personally and professionally as I have carried out what I consider to be a valuable piece of educational research.

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APPENDIX

(Appendix 3a.1)

FOCUS GROUP INTERVIEW – ADULTS (Group 3) (Final)

- **Provide water**
- **Explain that you are approaching the life and work of the school holistically, not just from an academic perspective**

Introduction (Read out before beginning the discussion)

Dear Participants,

My name is Bob Horton and I am an international educator and currently Director ofTanzania. This is my 6th posting overseas. I am a part-time student at the University of Bath, UK, studying for a Doctorate in Education degree. The working title of my doctoral research enquiry is:

‘What are the drivers for the successful implementation of a Boarding Programme at a Tanzanian International School Campus?’

Your assistance in terms of taking part in the Focus Group discussion will I hope support the development of the school’s boarding programme. It is my intention to share the findings of my research with both the Board of Governors and School Leadership Team. All data obtained from my research will be treated as confidential to me and no identifying information will be used. If at any point you feel uncomfortable in terms of taking part in this discussion, you can withdraw from it immediately.

Thank you for your support.

Bob Horton

Interview Questions

- 1) In what ways does having a boarding community at the school affect your life and work when you are on campus?
- 2) In what ways does having a boarding community at the school affect your life and work when you are off campus?
- 3) Do you think that you focus as much of your professional work on day students as you do on boarders? If so, please give your reasons for this. If not, why not?
- 4) In what ways do think that having a boarding community at the school affects the life of day students?
- 5) Does the boarding community here at the school add to the quality of your professional life? If so, in what ways? If not, why not?
- 6) What do you consider to be the key strengths of the boarding community here at the school?

7) In what ways do you think that the boarding community here at the school could be improved?

8) Do you think that the school provides a safe and secure boarding environment for students? If so, please give your reasons for this. If not, why not?

9) In what ways could we change the way that we operate the school to provide even better support and pastoral care to the school community?

10) What strategies could we put in place to allow adult employees to carry out their professional work more efficiently and effectively?

Thank you for giving up your time to take part in this focus group interview

(Appendix 3a.2)

FOCUS GROUP INTERVIEW (Final) – STUDENTS (Groups 1)

5 mins to discuss favourite music, sport, movie, video game to help make the participants feel comfortable

Explain the meaning of the term ‘boarding community’

Introduction (Read out before beginning the discussion)

Dear Participants,

My name is Bob Horton and I am an international educator and currently Director ofTanzania. This is my 6th posting overseas. I am a part-time student at the University of Bath, UK, studying for a Doctorate in Education degree. The working title of my doctoral research enquiry is:

‘What are the drivers for the successful implementation of a Boarding Programme at a Tanzanian International School Campus?’

Your assistance in terms of taking part in the Focus Group discussion will I hope support the development of the school’s boarding programme. It is my intention to share the findings of my research with both the Board of Governors and School Leadership Team. All data obtained from my research will be treated as confidential to me and no identifying information will be used. If at any point you feel uncomfortable in terms of taking part in this discussion, you can withdraw from it immediately.

Thank you for your support.

Bob Horton

Interview Guide

- 1) In what ways do you feel that having a boarding community within the school affects your life when you are on campus?
- 2) In what ways do you feel that having a boarding community within the school affects your life when you are off campus?
- 3) In what ways do you feel that having a boarding community within the school affects the friendships that you develop when you are on/off campus?
- 4) Do you think that teachers and/or administrators (Ms. and Mr.) spend as much of their time at school on matters related to day students as they do to boarders? If so, please provide your reasons for this. If not, what makes you feel this?
- 5) What do you do here at the school that day students cannot do?
- 6) What is difficult about being a boarder here at this school?
- 7) In what ways could we make your life here better as a boarder at this school?

Day Students could leave

8) When you are here at school, do you feel connected to your family at home? If not, how could we make you feel more connected?

9) Do you think that your experience as a boarder here at the school has helped to make you a better person? If so, in what way(s)?

10) Do you think that your experience as a boarder here at the school has led you to being not as good a person as you were when you joined the school? If so, in what way(s)?

Thank you for giving up your time to take part in this focus group interview

(Appendix 3a.3)

FOCUS GROUP INTERVIEW – STUDENTS (Group 2) – Final

Explain the term 'boarding community'

Don't rush the discussion

Introduction (Read out before beginning the discussion)

Dear Participants,

My name is Bob Horton and I am an international educator and currently Director ofTanzania. This is my 6th posting overseas. I am a part-time student at the University of Bath, UK, studying for a Doctorate in Education degree. The working title of my doctoral research enquiry is:

'What are the drivers for the successful implementation of a Boarding Programme at a Tanzanian International School Campus?'

Your assistance in terms of taking part in this focus group will I hope support the development of the school's boarding programme. It is my intention to share the findings of my research with both the Board of Governors and School Leadership Team. All data obtained from my research will be treated as confidential to me and no identifying information will be used. If at any point you feel uncomfortable in terms of taking part in this discussion, you can withdraw from it immediately.

Thank you for your support.

Bob Horton

Interview Guide

- 1) In what ways do you feel that having a boarding community within the school affects your life when you are on campus?
- 2) In what ways do you feel that having a boarding community within the school affects your life when you are off campus?
- 3) In what ways do you feel that having a boarding community within the school affects the friendships that you develop when you are on campus?
- 4) Do you think that teachers and/or administrators spend as much of their time at school on matters related to day students as they do to boarders? If so, please provide your reasons for this. If not, what makes you feel this?
- 5) What do you think are the key strengths of the school's boarding programme?
- 6) What do you think are the challenges of being a part of the school's boarding community?
- 7) In what ways do you think that the boarding community here at the school could be improved?

Day Students could leave

8) Do you feel connected to your family when you are part of the school's boarding community? If not, how do you think that the school could improve this situation?

9) Do you think that your experience as a boarder here at the school has had a positive effect on you as a person? If so, in what way(s)?

10) Do you think that your experience as a boarder here at the school has had a negative effect on you as a person? If so, in what way(s)?

Thank you for giving up your time to take part in this focus group interview

(Appendix 3b)

KEY ISSUES - PILOT FOCUS GROUP INTERVIEWS

(Group1) P1-P6 Students

The key issues drawn out were as follows:

- P6 students see no difference between boarders and day students during the working day
- Day students tend not to invite boarders to their homes
- It is hard for day students to make friends with boarders
- Day students would enjoy being invited to boarder activities
- Junior boarders would like to sit with any student they choose at supper rather than as a separate group sitting at a separate table away from other older students who can sit anywhere in the Dining Hall with friends of any age

(Group 2) M5-D2 Students

The key issues drawn out were as follows:

- Boarders consider their boarding house as a 'second home'
- Do students who transfer from our day campus to our boarding/day campus tend to stay with their original friends or make new ones?
- Day students and boarders might have a different 'world view'
- The need for further integration of the day community into the boarding community
- Boarders are not being invited regularly enough to day students' homes
- Boarders appear to have a different relationship with their teachers than day students
- Boarding parents have a more holistic view of the students in their house if they are also teachers within the school
- The Student Council needs to consider issues from both day students and boarders rather than the current situation which tends to focus on matters related to boarding only
- The boarding community is small. If a boarder does something wrong it is hard for him/her to clear his/her name due to institutional memory
- Is the student voice really valued within the school?
- Some of the key strengths of the boarding community are – food; the accommodation; the fact that there are both local and international students; the clear rules and regulations; The values that underpin the school; generally low power distance within the community
- Is the diversity of the student body actually a good thing as some find having to negotiate the challenge of different cultural perspectives quite stressful?
- Should the internal system of rewards be reviewed?
- Should the 'sign-out' system be reviewed?
- The possibility of setting up a weekly meeting for both boarders and day students to discuss issues within the school
- Are boarding parents too strict?
- Week-ends are very routine. It is hard to service the needs of such a board age-range of students

- Should the arrangements regarding boarders being off campus with day students be reviewed?
- Should the arrangements regarding girls and boys being in each other's boarding houses be reviewed?
- The importance of 'trust' within a boarding community
- Differing views on connection between the school and home
- Is there a need to review the school's approach to parent-teacher meetings?
- Boarding provides an appropriate transition between school and university
- Boarding develops independence; tolerance and responsibility
- Students move from the day campus into boarding for a fresh start

Teachers

The key issues drawn out were as follows:

- Living on campus helps you to feel an integral part of the school community
- When living on campus you learn to live with noise
- You develop informal relationship(s) with students which allows you to view them from a holistic perspective
- Teachers' children who live on campus integrate with the boarding community more easily than those who live off campus
- If you live off campus, the fact that there is a boarding community does not have a major effect on your life
- There is an opportunity to share hobbies and interest with the boarders
- Teachers have to consider the issue of homework for boarders as they do not go home to their family
- If you live on campus and have children they can have a good deal of independence
- If you are a teacher at the school and go off campus you are recognised by a wide range of community members
- If a teacher lives on campus they have regular access to the boarders for messages, check-ups, discussions with boarding parents
- During the working day teachers treat day students and boarders in the same way
- Teachers' access to boarders is beneficial to them as learners
- It is more difficult for teachers to communicate with the parents of boarders
- Younger students don't really see the distinction between day students and boarders
- There are often many day students on campus during weekends as they participate in sporting activities
- Being part of a boarding community adds breadth and depth to students' learning experiences
- The opportunity for teachers to build strong relationships with boarding students as they are on campus all of the time
- A greater emphasis should be placed on academic programmes (study/support) during the weekend
- In general, the school provides a safe, secure boarding environment but is there a need to tighten up on the rules/regulations linked to students being off campus?
- The importance of child protection policies
- In addition to sports competitions is there a need to arrange academic ones too (debates, reading competition, etc)?

Boarding Parents

The key issues drawn out were as follows:

- It is both their life and their work
- Unless they are physically off campus, they are 100% involved
- They are never really off campus as they see boarders all of the time whether on or off campus
- It is difficult to obtain privacy
- Boarding parents endeavour to support all students equally but tend to spend more time on boarders than on day students
- Boarding parents know your boarders both personally and as learners. This holistic knowledge is enormously valuable in terms of leading each boarder forward in terms of his/her learning
- They have the opportunity to talk to teachers about student issues and how these might affect their learning
- The experience has made one boarding parent a better teacher, boarding parent and parent. He/she is more compassionate
- Boarding students have a voice and can guide the direction of the boarding community
- Boarding Houses are understaffed. The school need to consider employing two boarding parents or an additional Assistant Boarding Parent
- The need for more differentiated after school/weekend activities based on a boarder's age

Administrators

The key issues drawn out were as follows:

- Have to be aware of the boarders. They often need additional care and time
- Those who live on campus have many advantages: meals; Internet; ease of access to the facilities
- The school has found the balance in terms of being part of a boarding community but not being overwhelmed by it
- The boarding community is a significant part of students' lives
- Students are committed to the boarding community
- An administrator is never really off duty even when he/she is officially so, and at home whether s/he lives on campus or not
- There is not a lot of difference between being on or off campus as different members of the community may contact you at any time
- Senior Manager on Duty (SMOD) is a responsible and time-consuming role for administrators
- Staff housing on campus is private and convenient
- Students can meet with some teachers and administrators in the evenings. Someday students in housing off campus ask to join the boarding community due to this.
- The Head of Campus, the administrator who has day-to day responsibility for the boarding/day campus does not support boarders more than days students from an academic perspective but as the boarders are often on campus 24/7 there are bound to be more pastoral issues which always take time to move forward
- The difficulty of communicating regularly with the parents of boarders
- The need to develop positive relationships with boarding parents

- When an administrator is SMOD, there is a need to understand both divisions within the school – Primary and Secondary
- The fact that we have Tanzanian boarders really helps to make the community interesting
- There is a greater number and range of activities due to the fact that we have a boarding community. This is an advantage to day students too
- Our boarding/day campus supports the needs of the community that live near the school
- Day students attending the school may not be as advantaged as boarders but are more advantaged than day students at other schools who attend day-only schools
- Primary boarding students are invited to birthday parties and safaris by day students' families
- The positive, relaxed, warm boarding environment doesn't just happen. It has been created by the school community
- It is difficult to encourage students to take part in pre-arranged activities as other pursuits may be more attractive, e.g. watching movies on their laptops
- 80-90% of students are happy within the boarding community. We have developed the right balance between freedom/independence and the need for rules and regulations
- Some assistant boarding parents are not on board philosophically with the school's approach to student life and discipline
- Administrators feel that, in general the school has got the right balance between safety and security when students are off campus
- Safety and security procedures on campus are generally good
- Should teachers be required to lead a certain number of activities with boarders each year?
- Should the school arrange regular meetings for teachers to meet with boarding parents?

(Appendix 3c.1)

LETTER OF CONSENT – FOCUS GROUP

Dear

My name is Bob Horton and I am an international educator and currently Director of.... Tanzania. This is my 6th posting overseas. I am a part-time student at the University of Bath, UK, studying for a Doctorate in Education degree. The working title of my doctoral research enquiry is:

‘What are the drivers for the successful implementation of a Boarding Programme at a Tanzanian International School Campus?’

I am writing to you today to seek your permission to be part of a focus group examining the effect that a boarding community has on the life and work of the whole school. If you are willing to be involved, I would be grateful if you would complete the Consent Form below and return it to me at..... at your earliest convenience. Unless I receive the completed form signed by you, I am afraid that you not be able to be a participant in my research.

I am hoping that my thesis will support the development of the school’s boarding programme. It is my intention to share the findings of my research with both the Board of Governors and School Leadership Team of..... All data obtained from my research will be treated as confidential to me and no identifying information will be used. If at any point you feel uncomfortable in terms of taking part in this discussion, you can withdraw from it immediately.

If you agree to being a participant in my research, I will contact you in due course to finalise a mutually convenient meeting time to carry out the task. I am hoping that this will not take more than an hour of your time

I very much look forward to hearing from you.

All good wishes.

Kind regards,

To: Bob Horton, Director

CONSENT FORM

RESEARCH ENQUIRY: ‘What are the drivers for the successful implementation of a Boarding Programme at a Tanzanian International School Campus?’

I have read the information regarding your research enquiry and give my formal consent to take part in the Focus Group to be held at the school.

Signed: _____ Name: _____

Date: _____

Please return this form, duly signed to

(Appendix 3c.2)

Permission Letter for Research on the Boarding Programme – Student

October 2016

Dear Parent

The Head of Campus has given me permission to conduct educational research atCampus as partial fulfillment for my Doctorate in Education at the University of Bath, UK (<http://www.bath.ac.uk>). I write this letter seeking your consent for your child being a participant in my research project.

The research focuses on how a boarding community affects the life and work of the whole school community. The purpose of doing this research is to try and gain an understanding of the opinions of students, teachers, administrators and boarding parents on this issue such that the school can improve both the quality of its boarding programme and the ways in which it interacts with the community as a whole.

I would like to invite your child to take part in the following aspect of my research:

A Student Focus Group, which will explore issues pertinent to my research questions

I understand the need to get full permission to survey, interview and report on participants, as well as ensure participant anonymity in all communications, reports and publications. When reporting, I will use fictitious names, or codes for all participants, which give no clues to the identity of a teacher, administrator or boarding parent. I will not communicate to anyone in the school community or elsewhere information that would link opinions or actions with a particular participant.

If you give your consent to participate in this research project, can you please complete the following form below and send it to me at

I have read the information above and I give my consent for my child to participate in the research project.

Name:

Signature (Print name or paste digital signature):

Date:

Print Name (if digital signature used):

Thank you for taking the time to review this letter. Bob Horton – Director

(Appendix 3d)

Appendix 3d. Phase 1 – Analysis of Data – Research Questions - Group 3 – Focus Group
QUESTION 1 - What do the students, teachers, boarding parents and administrators think are the opportunities and challenges of living/working in a Tanzanian boarding school?
Themes
TEACHERS
<p>Opportunities of living/working in a Tanzanian international boarding school</p> <p>A/3/TD/TM/a - I have never been at a boarding school before and I like it because even on week-ends when I am coming in to my classroom for something or I'm going up to the dining hall I like seeing kids in an informal way and it really adds a huge amount to me about how I think about my students and how I see them. I see them much more as whole people and not just Maths students. The fact that they are friends with my children it gives them a breadth and depth that they wouldn't have in my eyes necessarily if this weren't a boarding community.</p> <p>My own son would like to be a boarder as he tells me pretty much every chance that he gets. No parents nagging him and he does talk about the fact that the day students feel somewhat on the outside of things. That the boarders become so close to each other. In some ways my kids have the best of both worlds because they can go off campus with the day students but they can also participate in activities here, but I think the kids who are day students living in do find themselves somewhat on the outside of the social scene at least if I can take M4 (son's year group) as a small example.</p> <p>I also think that boarding students get to see us in a different environment as well, so they get to see me in the pool in my swimming suit or whatever.</p> <p>I am very glad that I am here and not in for this reason. I like, as I said the breadth and the depth that I get. (Do you think that you would like it as much if the boys weren't with you and you were just a single teacher? Because there are obviously advantages in being a family person here in a boarding campus.) No, I think that, as I said it is my first experience and I am enjoying it, I am enjoying it. I like seeing the kids this way a boarding parent and I one evening had a talk about all of the questions the girls wanted to ask about sex and we talked for two hours and it really gave a depth to the experience here that you wouldn't get otherwise.</p> <p>A/3/TD/TM/b - My boys have never said that they find it difficult to make friends with boarders but may be this is because they are very young. (They are younger, it is different.) I agree to some extent and I disagree on some because we can see, on the weekends we can see many day students around and actually they spend time with their friends and I have a few examples of and I know students living in or in the area they come in on the week-ends to be with their friends.</p>

I find it fulfilling to be in contact with students outside the classroom. You know, just informally even just walking through the school and just meeting them or to come in and cook. I actually enjoy that.
Sub-Themes
1) Positive Issues affecting a teacher's professional work
2) Positive issues affecting a teacher's life in the wider community
Challenges of living and working in a Tanzanian international boarding school
Sub-Themes
1) Challenging issues affecting a teacher's professional work
2) Challenging issues affecting a teacher's life in the wider community
BOARDING PARENTS
Theme
<p>Opportunities of living/working in a Tanzanian international boarding school</p> <p>A/3/BpMG/TM/TP - I think having a boarding community as part of a school makes for a vibrant, strong community. I enjoy it. Whenever kids leave campus and the boarders are gone it just doesn't feel right so I do enjoy it.</p> <p>I think that because it is a boarding school community it becomes a community. In a small town like, it's a social centre it's a community centre and so there are always things happening. (Are day students allowed to go into students' rooms at the weekend? In other words invite them over to play). Yes, but there has to be permission granted before the weekend. They cannot just show up so they have to contact the boarding parent but yes, they are very welcome to join in.</p>
Sub-Themes
1) Positive Issues affecting a boarding parent's professional work
<p>It is my third boarding school but it is my first time as a boarding parent and it has been a great challenge. I think that it has made me a better teacher. I think that it has made me a better parent and it has made me a more patient and compassionate person in general. So, I appreciate the experiences that I have had.</p>

2) Positive issues affecting a boarding's life in the wider community
Theme
<p>Challenges of living and working in a Tanzanian international boarding school</p> <p>A/3/BpMG/TM/TP - When you are involved in boarding it is your life, even when you are not on duty I hear them, they still knock on my door is there is a crisis, if there is a problem. Unless I am physically off campus I am 100% involved in boarding.</p> <p>A/3/BpMG/TM/TP - Yes, but this is home. (I suppose that you can go off campus when you are not on duty so do you still feel on duty, do people call you at all? Does anyone e-mail you? So every other week-end officially I'm off duty. We don't go away very often though because my (5 year-old) son is involved in sports and my husband is so involved in activities and there is always things happening so we do spend more time on campus than off. So yes, when I am officially off I do try to make it clear to my girls and my assistant boarding parent that they only contact me in an emergency, but definitely there are times when parents will e-mail me or send me a message to follow-up on something and so it's always a decision as to whether I pass that on to my assistant boarding parent or whether it can wait until Sunday night but sometimes it is something that I should deal with now.</p>
Sub-Themes
1) Challenging issues affecting a boarding parent's professional work
2) Challenging issues affecting a boarding parent's life in the wider community
ADMINISTRATORS
Theme
<p>Opportunities of living/working in a Tanzanian international boarding school</p> <p>A/3/Ad/a - I really like having this community here. I like going to meals and chatting with my former students very much. I like being here at the week-ends. Before we got Wi-Fi here in the duplexes (Staff Housing) I had to do my Skype calls to family at school and even had some of our students talking to my Mum and Dad on Skype. This is my third boarding school and this is the nicest boarding school that I've been in. I like the fact that it doesn't overwhelm me and my teaching role, because in the last two schools it did. I had to do boarding duties and it was too much.</p> <p>In this school it's (being part of a boarding community) a positive thing. In my other two boarding schools it was definitely a negative thing (Because?) and I said that I would never work in a boarding school again and I interviewed with you and I said, 'Are we expected to do boarding duty?' and you said 'No' if you had said 'Yes' I would not have taken the job. It became far too onerous. Lessons finished at 6:30pm. All teachers had to teach sport every afternoon, including Saturdays. All teachers had to go to church. All teachers had to take a turn on 'lock up' which finished at 10pm at night. We had to have three meals a day with</p>

the children. It was too much. Here, the balance is right and I like the community aspect.

A/3/Ad/b - I think that I enjoy working in a place that is boarding. When I worked in day schools a long time ago the school for the students was a small part of their lives and a part that although they realised was necessary they didn't necessarily strongly support or want to be at. Here, you've got an environment where school is a very significant part of students' lives and for some whose families are not strong or supportive as they might be it is even more important than it would be in many other places. So because of that you see the whole student. They are committed to being in the school and so you see that commitment through the students and that makes it a real community.

It is the relationship that we can build up with students in a whole sense and that is much more meaningful environment (Rewarding?) Yes.

A/3/Ad/a - I think that it is really positive that our school has loads of Tanzanians and it wouldn't if we didn't have boarding and I think that that is a real positive. If this were a school with mainly western children I don't think that it would be nearly as interesting a community so I think that there is a massive benefit from having a boarding community here.

Primary students get invited out to birthday parties in, parents take responsibility for going on safari that type of thing.

A/3/Ad/b - I think that we have a lot more activities available because we have boarders but I don't mean boarding activities. If you compare us to Campus the range of CAS and sports activities available here is so much greater and I think that this is because we have boarders we feel that an obligation to put on many more activities and to provide a greater range. Day students benefit from that. They also benefit from the opportunity to come in at week-ends, late in the afternoons and they can take part in a lot of things that are going on and in a town like where there isn't really a social centre for kids that age the school serves that purpose for quite a number of our day students. So I think that they benefit enormously from having a boarding community here. However, at the same time, I think that they can also feel disadvantaged when they compare themselves with the boarders. That doesn't mean that they are disadvantaged. If they compare themselves with day students in another school then they will probably see that they are advantaged but comparing themselves with the boarders here they are probably disadvantaged.

Sub-Themes

1) Positive Issues affecting an administrator's professional work

2) Positive issues affecting an administrator's life in the wider community

Theme

Challenges of living and working in a Tanzanian international boarding school

A/3/Ad/b - You are never off duty in a sense. In a day school kids go home at 3pm or 4pm or whatever it is and then the school is empty and you can get on with admin work and not be disturbed by students or parents or whatever. Here, you can get disturbed at anytime that you are in school – weekends, late at night

or whatever, but even at home, you can get phone calls, you can get messages. Some are minor, some are more significant that need to be dealt with.

A/3/Ad/b - Parents don't know when we are on duty so can contact or me or whomever at any time. It is a boarding school and parents expect us to be available at any time

Sub-Themes

Challenging issues affecting an administrator's professional work

A/3/Ad/b - I actually find it difficult to differentiate between those two questions because whether I am on campus or off campus is pretty much irrelevant. I get calls, I get text messages from kids, I get phone calls from kids, I get phone calls from boarding staff, I get phone calls from teachers, parents, at the evenings, at the week-ends whether I am on campus or off campus. It obviously makes some difference but not huge and I think that one of the difficult things is that there is always the worry that something significant might come up and you would have to drop everything and deal with it. It is there, someone once described it to me as that 'lead ball' in your stomach, which is always there.

A/3/Ad/a - You are always aware that some of them are not going home to Mum and Dad that night and they need extra TLC, especially in Primary. Especially on Friday when school ends at 12:35pm when I was a P5/6 teacher I would hang around and they would need 20 minutes of just chatting, what are going to do this week-end and I found that very nice actually but it was really needed. You can't just rush out of the door. You have to think about the homeworks that you set; they don't have Mum and Dad sitting there. They might have a Teaching Assistant but its different, they might not be able to interview Mum and Dad and Grandma in the same way so that when you set your homework you have to think carefully.

2) Challenging issues affecting an administrator's life in the wider community



Questionnaire - Boarding Students (P6/M1) (Final)

Page 1: Page 1

Dear Participants,

My name is Bob Horton and I am an international educator and currently Director ofTanzania. This is my 6th posting overseas. I am a part-time student at the University of Bath, UK, studying for a Doctorate in Education degree. The working title of my doctoral research enquiry is:

'What are the drivers for the successful implementation of a Boarding Programme at a Tanzanian International School Campus?'

Your assistance in terms of completing this questionnaire will I hope support the development of the school's boarding programme. It is my intention to share the findings of my research with both the Board of Governors and School Leadership Team of the All data obtained from my research will be treated as confidential to me and no identifying information will be used. If at any point you feel uncomfortable in terms of completing this questionnaire, you can stop completing it immediately.

Thank you for your support.

Bob Horton

1. 1) Please choose whether you are following the PYP, MYP or IBDP programmes at this time

1 / 7

2. Please state the number of years that you have attended the school.

3. Please state your nationality/ies

4. If you would be willing to be interviewed on the feedback that you provide in this survey, please write your name here:

In questions 5 - 15, please choose your answer according to the following scale:

SD – Strongly Disagree; D – Disagree; NAD – Neither Agree or Disagree; A – Agree; SA – Strongly Agree

5. Being a boarder makes it easy for me to develop friendships when I am at school

<input type="radio"/> SD - Strongly Disagree	<input type="radio"/> D-Disagree	<input type="radio"/> NAD - Neither Agree or Disagree
<input type="radio"/> A - Agree	<input type="radio"/> SA - Strongly Agree	

6. Being a boarder increases the number of activities which I can join.

- | | | |
|---|--|--|
| <input type="checkbox"/> SD - Strongly Disagree | <input type="checkbox"/> D - Disagree | <input type="checkbox"/> NAD - Neither Agree or Disagree |
| <input type="checkbox"/> A - Agree | <input type="checkbox"/> SA - Strongly Agree | |

7. Being a boarder allows me to join in more sporting activities than day students.

- | | | |
|---|--|--|
| <input type="checkbox"/> SD - Strongly Disagree | <input type="checkbox"/> D - Disagree | <input type="checkbox"/> NAD - Neither Agree or Disagree |
| <input type="checkbox"/> A - Agree | <input type="checkbox"/> SA - Strongly Agree | |

8. Teachers spend more time supporting boarders than day students

- | | | |
|---|--|--|
| <input type="checkbox"/> SD - Strongly Disagree | <input type="checkbox"/> D - Disagree | <input type="checkbox"/> NAD - Neither Agree or Disagree |
| <input type="checkbox"/> A - Agree | <input type="checkbox"/> SA - Strongly Agree | |

9. Ms. ■■■ and Mr. ■■■ spend more time at school supporting boarders than day students,

- | | | |
|---|--|--|
| <input type="checkbox"/> SD - Strongly Disagree | <input type="checkbox"/> D - Disagree | <input type="checkbox"/> NAD - Neither Agree or Disagree |
| <input type="checkbox"/> A - Agree | <input type="checkbox"/> SA - Strongly Agree | |

10. I feel that boarding parents have the time to get to know their students.

<input type="checkbox"/> SD - Strongly Disagree	<input type="checkbox"/> D - Disagree	<input type="checkbox"/> NAD - Neither Agree or Disagree
<input type="checkbox"/> A - Agree	<input type="checkbox"/> SA - Strongly Agree	

11. I feel that boarding parents have the time to care for their students.

<input type="checkbox"/> SD - Strongly Disagree	<input type="checkbox"/> D - Disagree	<input type="checkbox"/> NAD - Neither Agree or Disagree
<input type="checkbox"/> A - Agree	<input type="checkbox"/> SA - Strongly Agree	

12. I feel that being a boarder within the school helps me with my learning.

<input type="checkbox"/> SD - Strongly Disagree	<input type="checkbox"/> D - Disagree	<input type="checkbox"/> NAD - Neither Agree or Disagree
<input type="checkbox"/> A - Agree	<input type="checkbox"/> SA - Strongly Agree	

13. I feel that having boarders helps us to have a better sports and activities programme at the school.

<input type="checkbox"/> SD - Strongly Disagree	<input type="checkbox"/> D - Disagree	<input type="checkbox"/> NAD - Neither Agree or Disagree
<input type="checkbox"/> A - Agree	<input type="checkbox"/> SA - Strongly Agree	

14. I believe that I am safe and secure at school.

<input type="checkbox"/> SD - Strongly Disagree	<input type="checkbox"/> D - Disagree	<input type="checkbox"/> NAD - Neither Agree or Disagree
---	---------------------------------------	--

☐ A - Agree ☐ SA - Strongly Agree

15. I have many friends within the day student community

☐ SD - Strongly Disagree ☐ D - Disagree ☐ NAD - Neither Agree or Disagree
☐ A - Agree ☐ SA - Strongly Agree

In Questions 16-18 please write your comments in the appropriate boxes below.

16. I feel that the best things about our boarding programme are:

17. I feel that our lives in the school could be improved in the following ways:

18. If you have any other comments to make about the school's boarding programme please write these below:

--	--



Questionnaire - Boarding Students (Final)

0% complete

Page 1: Page 1

Dear Participants,

My name is Bob Horton and I am an international educator and currently Director of the Tanzania. This is my 6th posting overseas. I am a part-time student at the University of Bath, UK, studying for a Doctorate in Education degree. The working title of my doctoral research enquiry is:

‘What are the drivers for the successful implementation of a Boarding Programme at a Tanzanian International School Campus?’

Your assistance in terms of completing this questionnaire will I hope support the development of the school’s boarding programme. It is my intention to share the findings of my research with both the Board of Governors and School Leadership Team of All data obtained from my research will be treated as confidential to me and no identifying information will be used. If at any point you feel uncomfortable in terms of completing this questionnaire, you can stop completing it immediately.

Thank you for your support.

Bob Horton

1. Please indicate whether you are following the PYP, MYP or IBDP programmes at this time.

Please select ▼

2. Please state the number of years that you have attended ISM.

Please select

3. Please state your nationality/ies.

4. Are you a weekly, or full boarder here at Moshi Campus?

☐ Weekly

☐ Full

5. Were you a student at..... Campus before you joined our boarding community atCampus?

☐ Yes

☐ No

5.a. If, Yes, what were your reasons for moving to the boarding community at Campus?

6. What personality traits do you think are developed through being a member of a boarding community? Please select all those that you feel are appropriate.

- ☐ Independence
- ☐ Tolerance
- ☐ Responsibility
- ☐ Caring
- ☐ Flexibility
- ☐ Open-mindedness
- ☐ Trust

7. If you would be willing to be interviewed on the feedback that you provide in this survey, please write your name here:

In Questions 8 - 18, please select your answer according to the following scale:

SD – Strongly Disagree; D – Disagree; NAD – Neither Agree or Disagree; A – Agree; SA – Strongly agree

8. The school's boarding programme has a positive effect on the relationships that I can build with students within the school.

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

9. The school's boarding programme increases the breadth of activities programmes in which I can get involved.

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

10. The school's boarding programme increases the breadth of sporting activities in which I can get involved.

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

11. Teachers spend more of their professional lives supporting boarders than day students.

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

12. Administrators (Head of Campus; Head of Secondary; Head of Primary) spend more of their professional lives supporting the needs of boarders than day students.

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

13. I feel that boarding parents have the time to know the students for whom they are responsible.

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

14. I feel that boarding parents have the time to care for needs of the students for whom they are responsible.

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

15. I feel that the boarding community within the school has a positive impact on teaching and learning.

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

16. I feel that the boarding community within the school has a positive impact on the sports and activity programmes within the school.

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

17. I believe that as a boarder I live and work within a safe and secure environment.

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

18. I have many friends from within the day student community.

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

In Questions 19-21, please answer Yes or No and then any additional sub-questions within each question

19. Do you visit day students at their homes?

☐ Yes

☐ No

19.a. If not, why not?

20. Do you think that the student voice is valued within our boarding community?

☐ Yes

☐ No

20.a. Explain the reason(s) behind your answer.

21. Do you think that boys should be allowed in girls boarding houses and vice versa up until a certain time of the day?

☐ Yes

☐ No

21.a. Explain the reason(s) behind your answer.

In Questions 22-25 please write your comments in the appropriate boxes below.

22. I consider the strengths of the school's boarding community to be:

23. I consider the aspects of the school's boarding programme that require future development to be:

24. I think that the quality of the school's boarding programme could be improved in the following ways:

25. If you have any other comments to make about the school's boarding programme and the effect that it has on the whole school community, please write these below:

A large rectangular box for writing comments. It has a light beige background. On the left side, there is a smaller white rectangular box with a thin black border. The rest of the area is a solid light beige color.



Questionnaire - Day Students (P6/M1) - (Final)

0% complete

Page 1: Page 1

Dear Participants,

My name is Bob Horton and I am an international educator and currently Director.....Tanzania. This is my 6th posting overseas. I am a part-time student at the University of Bath, UK, studying for a Doctorate in Education degree. The working title of my doctoral research enquiry is:

‘What are the drivers for the successful implementation of a Boarding Programme at a Tanzanian International School Campus?’

Your assistance in terms of completing this questionnaire will I hope support the development of the school’s boarding programme. It is my intention to share the findings of my research with both the Board of Governors and School Leadership Team of All data obtained from my research will be treated as confidential to me and no identifying information will be used. If at any point you feel uncomfortable in terms of completing this questionnaire, you can stop completing it immediately.

Thank you for your support.

Bob Horton

1. Please choose whether you are following the PYP, MYP or IBDP programmes at this time

Please select ▼

2. Please state how long you have attended the school.

Please select

3. Please state your nationality/ies

4. If you are willing to be interviewed about the feedback that you provide in this survey, please write your name here:

In questions 5 - 13, please choose the best answer according to the following scale:

SA – Strongly Disagree; D – Disagree; NAD – Neither Agree or Disagree; A – Agree; SA – Strongly Agree

5. The school's boarding programme helps to build friendships between day students and boarders.

☐ SD - Strongly Disagree

☐ D - Disagree

☐ NAD - Neither Agree or Disagree

☐ A - Agree

☐ SA - Strongly Agree

6. The boarding programme helps to provide more activities for me as a day student.

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

7. The boarding programme provides me with the chance to join many sporting activities.

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

8. Teachers spend more of their time supporting boarders than day students

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

9. Ms. ____ and Mr. ____ spend more of their time supporting boarders than day students

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

10. I feel that having boarders in the school is good for my learning

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

11. I feel that having boarders in the school helps to create a better sports and activities programme.

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

12. I feel safe and secure at school.

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

13. I have many friends who are boarders in the school

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

In Questions 14-17 please write your comments in the appropriate boxes below


14. If I were a boarder the things that I would enjoy most would be:

<div></div>

15. If I were a boarder at the school I would like the following things to be improved:

<div></div>

16. I would like to be a boarder at the school

Please select 

16.a. Explain the reason(s) behind your answer

17. If you have any other comments to make about the school's boarding programme please write these below:



Questionnaire - Day Students (Final)

Page 1: Page 1

Dear Participants,

My name is Bob Horton and I am an international educator and currently Director ofTanzania. This is my 6th posting overseas. I am a part-time student at the University of Bath, UK, studying for a Doctorate in Education degree. The working title of my doctoral research enquiry is:

'What are the drivers for the successful implementation of a Boarding Programme at a Tanzanian International School Campus?'

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Thank you for your support.

Bob Horton

1. Please indicate whether you are following the PYP, MYP or IBDP programmes at this time.

1 / 7

2. Please state how long you have attended the school.

3. Please state your nationality/ies.

4. If you would be willing to be interviewed on the feedback that you provide in this survey, please write your name here:

In questions 5 - 15, please select the appropriate response according to the following scale:

SA – Strongly Disagree; D – Disagree; NAD – Neither Agree or Disagree; A – Agree; SA – Strongly Agree

5. The school's boarding programme has a positive effect on the relationships that I can build with students within the school.

- ☐ SD - Strongly Disagree ☐ D - Disagree ☐ NAD - Neither Agree or Disagree
☐ A- Agree ☐ SA - Strongly Agree

6. The school's boarding programme increases the breadth of activities in which I can get involved.

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

7. The school's boarding programme increases the breadth of sporting activities in which I can get involved.

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

8. Teachers spend more of their professional lives supporting boarders than day students.

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

9. Administrators (Head of Campus; Head of Secondary; Head of Primary) spend more of their professional lives supporting the needs of boarders than day students.

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

10. I feel that the boarding community within the school has a positive impact on teaching and learning.

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

11. I feel that the boarding community within the school has a positive impact on the sports and activity programmes within the school.

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

12. I feel that boarding students live and work within a safe and secure environment.

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD - Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

13. I have many friends from within the boarding community.

- | | | |
|--|---|---|
| <input type="radio"/> SD - Strongly Disagree | <input type="radio"/> D - Disagree | <input type="radio"/> NAD Neither Agree or Disagree |
| <input type="radio"/> A - Agree | <input type="radio"/> SA - Strongly Agree | |

14. I am regularly invited to participate in events arranged for boarding students

- ☐ SD - Strongly Disagree ☐ D - Disagree ☐ NAD - Neither Agree or Disagree
☐ A - Agree ☐ SA - Strongly Agree

15. I feel that the Student Council raises issue that are important to day students as well as boarding students

- ☐ SD - Strongly Disagree ☐ D - Disagree ☐ NAD - Neither Agree or Disagree
☐ A - Agree ☐ SA - Strongly Agree

In Questions 16-20 please write your comments in the appropriate boxes:

16. I consider the strengths of the school's boarding programme to be:

17. I consider the aspects of the school's boarding programme that require future development to be:

18. I would like to be part of the school's boarding programme.

18.a. Explain the reason(s) behind your decision

19. I think that the quality of the school's boarding programme could be improved in the following ways:

20. If you have any other comments to make about the school's boarding programme and the effect that it has on the whole school community, please write these below:



Questionnaire - Boarding Parents (Final)

Page 1: Page 1

Dear Participants,

My name is Bob Horton and I am an international educator and currently Director ofTanzania. This is my 6th posting overseas. I am a part-time student at the University of Bath, UK, studying for a Doctorate in Education degree. The working title of my doctoral research enquiry is:

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Your assistance in terms of completing this questionnaire will I hope support the development of the school's boarding programme. It is my intention to share the findings of my research with both the Board of Governors and School Leadership Team of All data obtained from my research will be treated as confidential to me and no identifying information will be used. If at any point you feel uncomfortable in terms of completing this questionnaire, you can stop completing it immediately.

Thank you for your support.

Bob Horton

1. Please state whether, as a Boarding Parent you are responsible for students in the PYP/MYP and/or IBDP programmes.

2. Please state how many years you have worked at the school.

3. Please state your nationality/ies.

In questions 4 - 13, please select the appropriate response to each question according to the following scale:

SD – Strongly Disagree; D – Disagree; NAD – Neither Agree or Disagree; A – Agree; SA – Strongly Agree

4. The boarding programme has a positive impact on the school's activities programme.

- ☐ SD - Strongly Disagree ☐ D - Disagree ☐ NAD - Neither Agree or Disagree
☐ A - Agree ☐ SA - Strongly Agree

5. The boarding programme has a positive impact on the school's sports programmes.

- ☐ SD - Strongly Disagree ☐ D - Disagree ☐ NAD - Neither Agree or Disagree
☐ A - Agree ☐ SA - Strongly Agree

6. The boarding programme has a positive impact on the school's culture and environment.

- | | | |
|---|--|--|
| <input type="checkbox"/> SD - Strongly Disagree | <input type="checkbox"/> D - Disagree | <input type="checkbox"/> NAD - Neither Agree or Disagree |
| <input type="checkbox"/> A - Agree | <input type="checkbox"/> SA - Strongly Agree | |

7. I feel that I have the time to know the students in my boarding house well.

- | | | |
|---|--|--|
| <input type="checkbox"/> SD - Strongly Disagree | <input type="checkbox"/> D - Disagree | <input type="checkbox"/> NAD - Neither Agree or Disagree |
| <input type="checkbox"/> A - Agree | <input type="checkbox"/> SA - Strongly Agree | |

8. I feel that I have the time to care for the needs of all of the students in my boarding house.

- | | | |
|---|--|--|
| <input type="checkbox"/> SD - Strongly Disagree | <input type="checkbox"/> D - Disagree | <input type="checkbox"/> NAD - Neither Agree or Disagree |
| <input type="checkbox"/> A - Agree | <input type="checkbox"/> SA - Strongly Agree | |

9. I feel that the students in my boarding house live within a safe and secure environment.

- | | | |
|---|--|--|
| <input type="checkbox"/> SD - Strongly Disagree | <input type="checkbox"/> D - Disagree | <input type="checkbox"/> NAD - Neither Agree or Disagree |
| <input type="checkbox"/> A - Agree | <input type="checkbox"/> SA - Strongly Agree | |

10. I feel that there are many opportunities for me to develop an appropriate partnership

with my students' parents.

- | | | |
|---|--|--|
| <input type="checkbox"/> SD - Strongly Disagree | <input type="checkbox"/> D - Disagree | <input type="checkbox"/> NAD - Neither Agree or Disagree |
| <input type="checkbox"/> A - Agree | <input type="checkbox"/> SA - Strongly Agree | |

11. I feel that I can develop an appropriate partnership with my students' teachers so that I can support both their academic and social development.

- | | | |
|---|--|--|
| <input type="checkbox"/> SD - Strongly Disagree | <input type="checkbox"/> D - Disagree | <input type="checkbox"/> NAD - Neither Agree or Disagree |
| <input type="checkbox"/> A - Agree | <input type="checkbox"/> SA - Strongly Agree | |

12. I feel that boarding students have appropriate opportunities to develop friendships with day students.

- | | | |
|---|--|--|
| <input type="checkbox"/> SD - Strongly Disagree | <input type="checkbox"/> D - Disagree | <input type="checkbox"/> NAD - Neither Agree or Disagree |
| <input type="checkbox"/> A - Agree | <input type="checkbox"/> SA - Strongly Agree | |

13. I feel that day students have appropriate opportunities to develop friendships with boarding students.

- | | | |
|---|---|--|
| <input type="checkbox"/> SD - Strongly Disagree | <input type="checkbox"/> D - Disagree | <input type="checkbox"/> NAD - Neither Agree or Disagree |
| <input type="checkbox"/> A - Agree | <input type="checkbox"/> SA - Strongly Disagree | |

In Questions 13 -18, please answer 'Yes' or 'No' and then explain the reasons behind your decision in the appropriate boxes.

14. Do you think that the student voice is valued within the school?

☐ Yes

☐ No

14.a. Please explain the reason(s) for your decision.

15. Do you feel that you know the students within your boarding house as learners?

☐ Yes

☐ No

15.a. Please explain the reason(s) for your decision.

16. Do you think that your experience as a boarding parent has changed you as a person?

☐ Yes

☐ No

16.a. If 'Yes', in what ways?

17. Do you think that your boarding house is appropriately staffed?

☐ Yes

☐ No

17.a. Please explain the reason(s) for your decision.

17.a.i. What do you think would be the best way(s) to improve the staff/student ratio within each boarding house?

18. Do you think that the activities within the boarding programme should be improved?

☐ Yes

☐ No

18.a. If 'Yes', in what ways should this area of the school's work be improved?

In Questions 19-24 please write your comments in the appropriate boxes:

19. I feel that the school's boarding community impacts my professional work in the following ways:

20. I feel that the school's boarding community impacts my private life in the following ways:

21. I consider the strengths of the school's boarding community to be:

22. I think that the quality of the school's boarding programme could be improved in the following ways:

23. What strategies do you think that the school could put in place to allow you to carry out your professional responsibilities more efficiently and effectively?

--	--

24. If you have any other comments to make about the school's boarding programme and the effect that it has on the whole school community, please write these below:

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Questionnaire - Teachers and Administrators (Final)

Page 1: Page 1

Dear Participants,

My name is Bob Horton and I am an international educator and currently Director ofTanzania. This is my 6th posting overseas. I am a part-time student at the University of Bath, UK, studying for a Doctorate in Education degree. The working title of my doctoral research enquiry is:

'What are the drivers for the successful implementation of a Boarding Programme at a Tanzanian International School Campus?'

Your assistance in terms of completing this questionnaire will I hope support the development of the school's boarding programme. It is my intention to share the findings of my research with both the Board of Governors and School Leadership Team of All data obtained from my research will be treated as confidential to me and no identifying information will be used. If at any point you feel uncomfortable in terms of completing this questionnaire, you can stop completing it immediately.

Thank you for your support.

Bob Horton

1. Please indicate whether you teach within the PYP, MYP or IBDP programmes at this time.

2. Please state whether you are a Teacher or Administrator at the school.

3. Please state how many years you have worked at the school.

4. Please state your nationality/ies.

5. If you would be willing to be interviewed on the feedback that you provide in this survey, please write your name here:

In questions 6 - 17, select the ranking that best matches your answer to each question using the following scale:

SD - Strongly Disagree; D - Disagree; NAD - Neither Agree or Disagree; A = Agree; SA - Strongly Agree

6. The boarding programme has a positive impact on teaching and learning.

- ☐ SD - Strongly Disagree ☐ D - Disagree ☐ NAD - Neither Agree or Disagree
- ☐ A - Agree ☐ SA - Strongly Agree

7. The boarding programme has a positive impact on the school's activities programme.

- ☐ SD - Strongly Agree ☐ D - Disagree ☐ NAD - Neither Agree or Disagree
- ☐ A - Agree ☐ SA - Strongly Agree

8. The boarding programme has a positive impact on the school's sports programmes.

- ☐ SD - Strongly Disagree ☐ D - Disagree ☐ NAD - Neither Agree or Disagree
- ☐ A - Agree ☐ SA - Strongly Agree

9. The boarding programme has a positive impact on the school's culture and environment.

- ☐ SD - Strongly Disagree ☐ D - Disagree ☐ NAD - Neither Agree or Disagree
- ☐ A - Agree ☐ SA - Strongly Agree

10. I spend more time caring for the needs of boarders than I do day students.

- ☐ SD - Strongly Disagree ☐ D - Disagree ☐ NAD - Neither Agree or Disagree

☐ A - Agree ☐ SA - Strongly Agree

11. I think that boarders make friends with day students quite easily.

☐ SD - Strongly Disagree ☐ D - Disagree ☐ NAD - Neither Agree or Disagree
☐ A - Agree ☐ SA - Strongly Agree

12. I think that day students make friends with boarders quite easily.

☐ SD - Strongly Disagree ☐ D - Disagree ☐ NAD - Neither Agree or Disagree
☐ A - Agree ☐ SA - Strongly Agree

13. I develop partnerships with the parents of boarding students as easily as I do with parents of day students.

☐ SD - Strongly Disagree ☐ D - Disagree ☐ NAD - Neither Agree or Disagree
☐ A - Agree ☐ SA - Strongly Agree

14. There are many opportunities for me to communicate with boarding parents.

☐ SD - Strongly Disagree ☐ D - Disagree ☐ NAD - Neither Agree or Disagree
☐ A - Agree ☐ SA - Strongly Agree

15. I feel that boarding parents know each of the students for whom they are responsible.

- ☐ SD - Strongly Disagree ☐ D - Disagree ☐ NAD - Neither Agree or Disagree
☐ A - Agree ☐ SA - Strongly Agree

16. I feel that boarding parents have the time to care for the needs of each of their students.

- ☐ SD - Strongly Disagree ☐ D - Disagree ☐ NAD - Neither Agree of Disagree
☐ A - Agree ☐ SA - Strongly Agree

17. I feel that boarders live within a safe and secure boarding environment.

- ☐ SD - Strongly Disagree ☐ D - Disagree ☐ NAD - Neither Agree or Disagree
☐ A - Agree ☐ SA - Strongly Agree

In Questions 18 - 20 please choose 'Yes' or 'No' and then give the reason(s) behind your decision in the appropriate box.

18. Do you think that more academic activities should be built in to the week-end boarding programme?

- ☐ Yes
☐ No

18.a. Please explain the reason(s) behind your decision.

19. Do you feel that the school should tighten up on its child protection policies with regard to the care of boarding students?

- ☐ Yes
☐ No

19.a. Please give the reason(s) behind your decision.

19.a.i. In what ways do you feel that the child protection policies for boarding students could be improved?

20. I think that the policies and procedures supporting boarding students when they are off campus should be made more stringent.

- ☐ Yes
☐ No

20.a. Please explain the reason(s) behind your decision.

20.a.i. In what ways do you think that these policies and procedures could be improved?

In Questions 21 - 25 please write your answer in the appropriate box.

21. I feel that the school's boarding community impacts my professional work in the following ways:

22. I consider the strengths of the school's boarding community to be:

23. I think that the quality of the school's boarding programme could be improved in the following ways:

24. What strategies could the school put in place that would allow you to carry out your work within the school more efficiently and effectively?

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25. If you have any other comments to make about the school's boarding programme and the effect that it has on the whole school community, please write these below:

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Appendix 3f

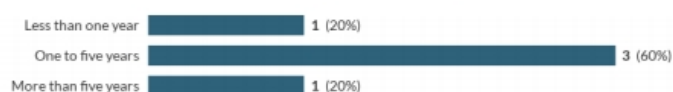
QUESTIONNAIRE – BOARDING STUDENTS (P6/M1)

DATA DISTRIBUTION

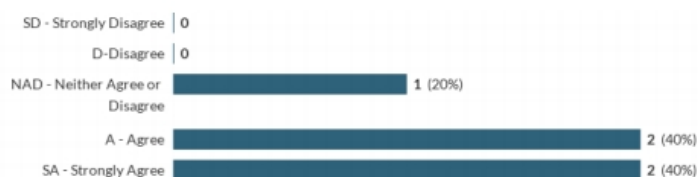
1. Please choose whether you are following the PYP, MYP or IBDP programmes at this time



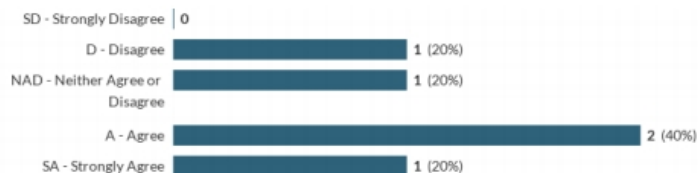
2. Please state the number of years that you have attended ISM



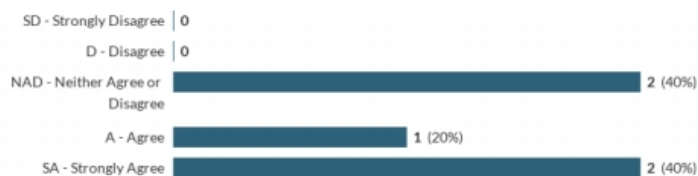
5. Being a boarder makes it easy for me to develop friendships when I am at school



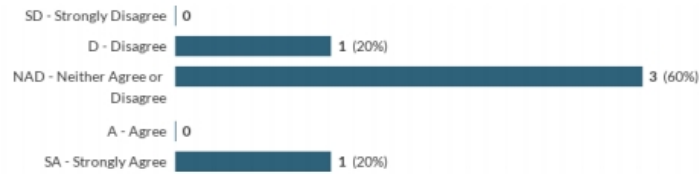
6. Being a boarder increases the number of activities which I can join.



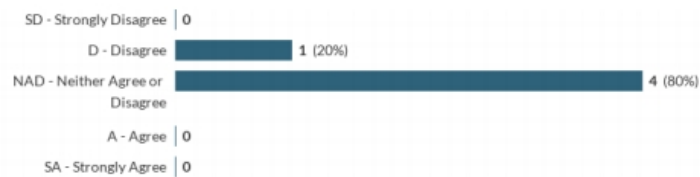
7. Being a boarder allows me to join in more sporting activities than day students.



8. Teachers spend more time supporting boarders than day students



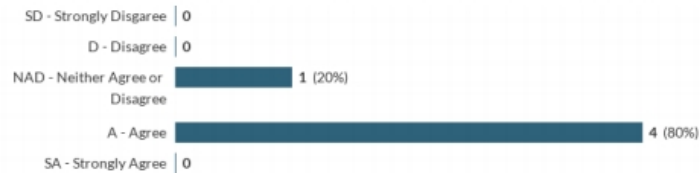
9. Ms. Kate and Mr. White spend more time at school supporting boarders than day students



10. I feel that boarding parents have the time to get to know their students



11. I feel that boarding parents have the time to care for their students



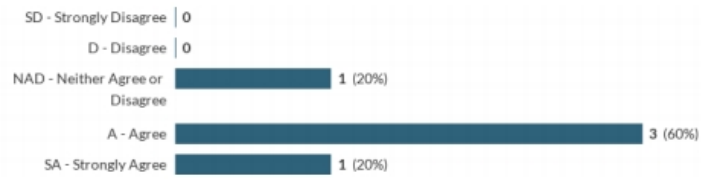
12. I feel that being a boarder within the school helps me with my learning



13. I feel that having boarders helps us to have a better sports and activities programme at the school



14. I believe that I am safe and secure at school



15. I have many friends within the day student community

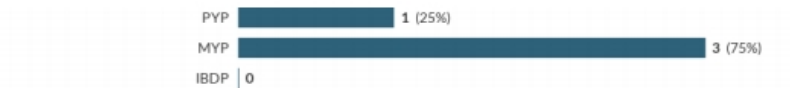


Appendix 3 f

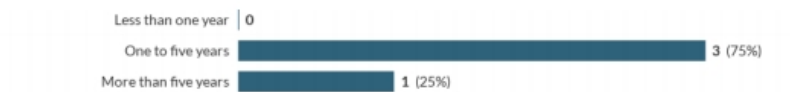
QUESTIONNAIRE – DAY STUDENTS (P6/M1)

DATA DISTRIBUTION

1. Please choose whether you are following the PYP, MYP or IBDP programmes at this time



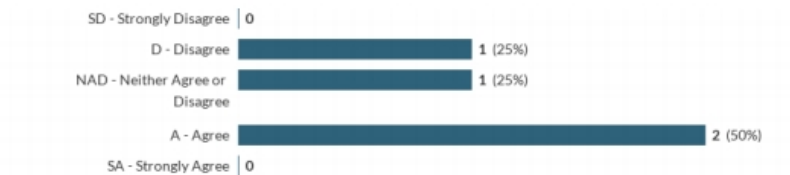
2. Please state how long you have attended ISM



5. The school's boarding programme helps to build friendships between day students and boarders



6. The boarding programme helps to provide more activities for me as a day student



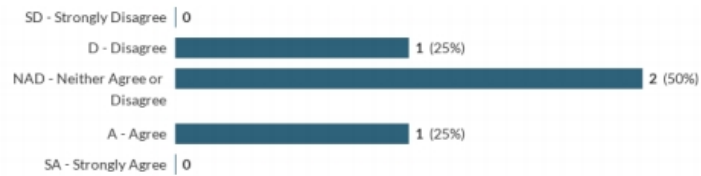
7. The boarding programme provides me with the chance to join many sporting activities



8. Teachers spend more of their time supporting boarders than day students



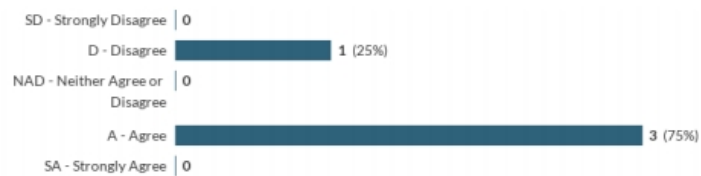
9. Ms. Kate and Mr. White spend more of their time supporting boarders than day students



10. I feel that having boarders in the school is good for my learning



11. I feel that having boarders in the school helps to create a better sports and activities programme



12. I feel safe and secure at school



13. I have many friends who are boarders in the school



16. I would like to be a boarder at the school



Appendix 3f

QUESTIONNAIRE – BOARDING STUDENTS (M5/D2)

DATA DISTRIBUTION

1. Please indicate whether you are following the PYP, MYP or IBDP programmes at this time



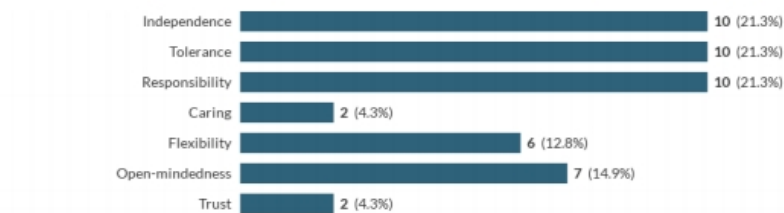
2. Please state the number of years that you have attended ISM



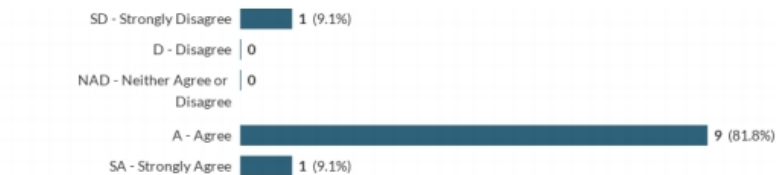
5. Are you a weekly, or full boarder here at Moshi Campus



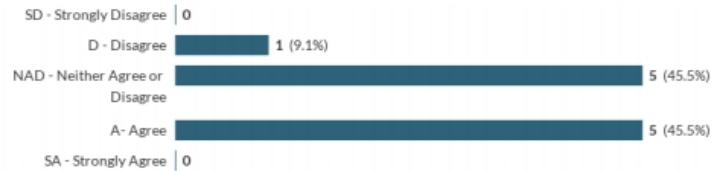
6. What personality traits do you think are developed through being a member of a boarding community? Please select all those that you feel are appropriate.



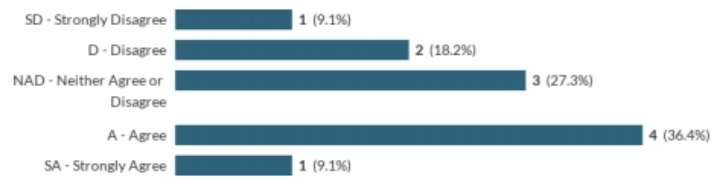
8. The school's boarding programme has a positive effect on the relationships that I can build with students within the school



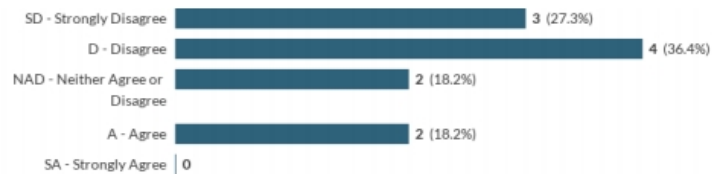
9. The school's boarding programme increases the breadth of activities programmes in which I can get involved



10. The school's boarding programme increases the breadth of sporting activities in which I can get involved



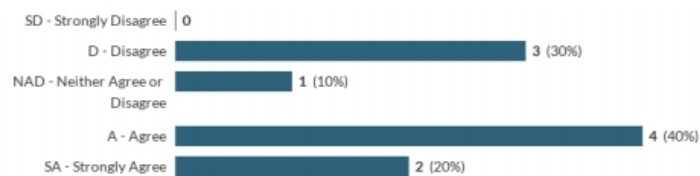
11. Teachers spend more of their professional lives supporting boarders than day students



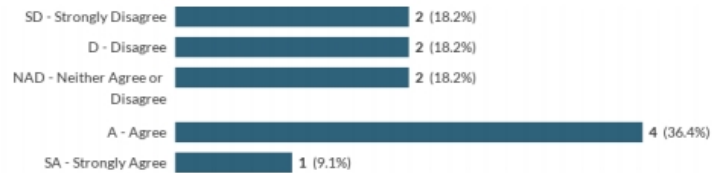
12. Administrators (Head of Campus; Head of Secondary; Head of Primary) spend more of their professional lives supporting the needs of boarders than day students



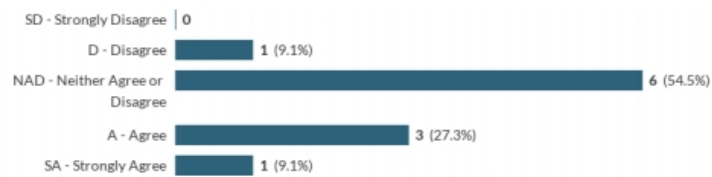
13. I feel that boarding parents have the time to know the students for whom they are responsible



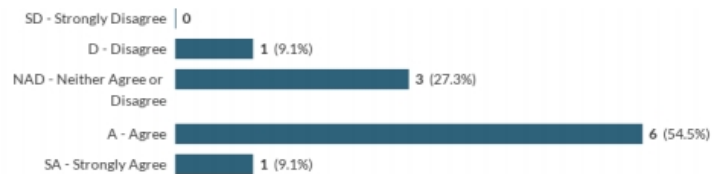
14. I feel that boarding parents have the time to care for needs of the students for whom they are responsible



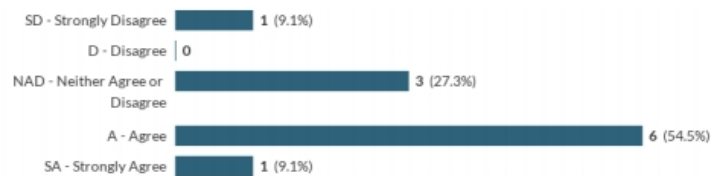
15. I feel that the boarding community within the school has a positive impact on teaching and learning



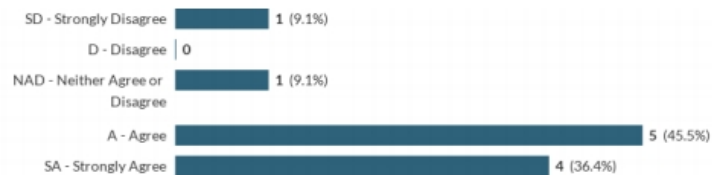
16. I feel that the boarding community within the school has a positive impact on the sports and activity programmes within the school



17. I believe that as a boarder I live and work within a safe and secure environment



18. I have many friends from within the day student community



19. Do you visit day students at their homes



20. Do you think that the student voice is valued within our boarding community?



21. Do you think that boys should be allowed in girls boarding houses and vice versa up until a certain time of the day?



Appendix 3f

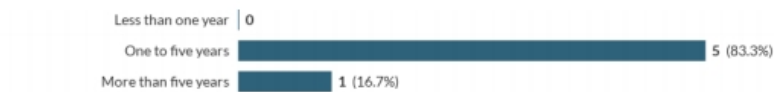
QUESTIONNAIRE – DAY STUDENTS (M5/D2)

DATA DISTRIBUTION

1. Please indicate whether you are following the PYP, MYP or IBDP programmes at this time



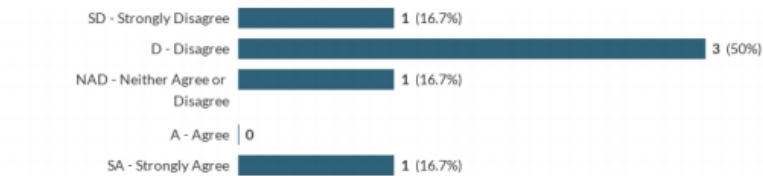
2. Please state how long you have attended ISM



5. The school's boarding programme has a positive effect on the relationships that I can build with students within the school



6. The school's boarding programme increases the breadth of activities in which I can get involved



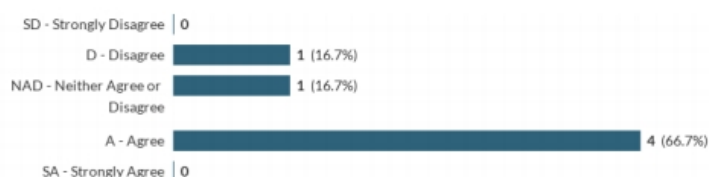
7. The school's boarding programme increases the breadth of sporting activities in which I can get involved



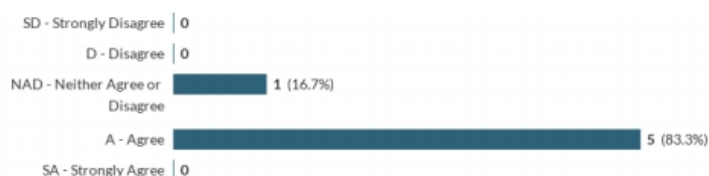
8. Teachers spend more of their professional lives supporting boarders than day students



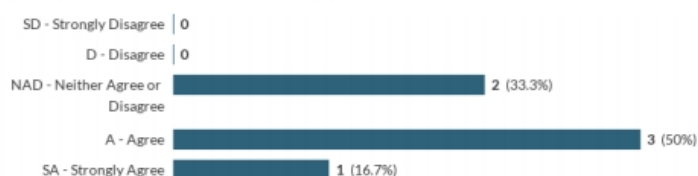
9. Administrators (Head of Campus; Head of Secondary; Head of Primary) spend more of their professional lives supporting the needs of boarders than day students



10. I feel that the boarding community within the school has a positive impact on teaching and learning



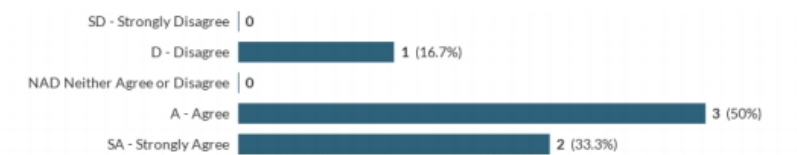
11. I feel that the boarding community within the school has a positive impact on the sports and activity programmes within the school



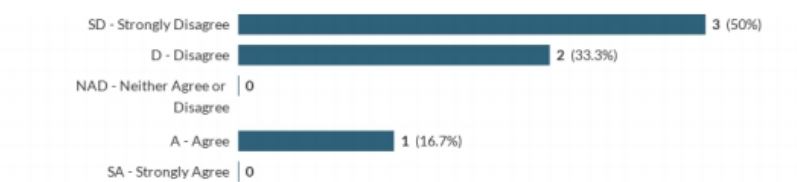
12. I feel that boarding students live and work within a safe and secure environment



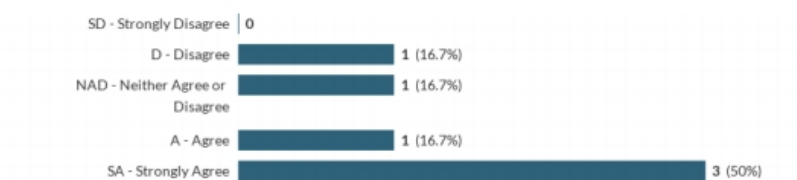
13. I have many friends from within the boarding community



14. I am regularly invited to participate in events arranged for boarding students



15. I feel that the Student Council raises issue that are important to day students as well as boarding students



18. I would like to be part of the school's boarding programme



Appendix 3f

QUESTIONNAIRE – BOARDING PARENTS

DATA DISTRIBUTION

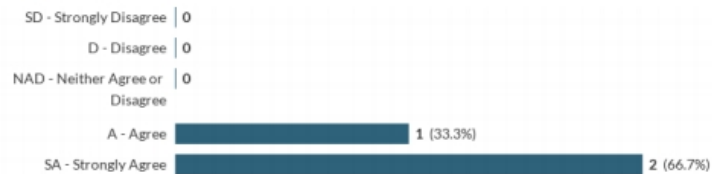
1. Please state whether, as a Boarding Parent you are responsible for students in the PYP/MYP and/or IBDP programmes



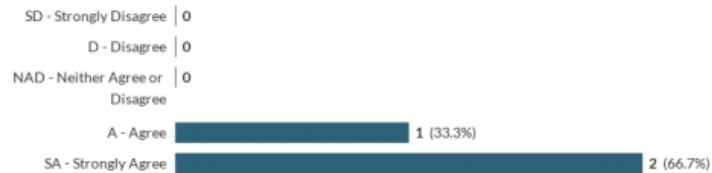
2. Please state how many years you have worked at ISM



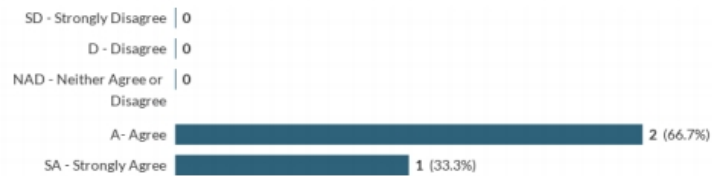
4. The boarding programme has a positive impact on the school's activities programme



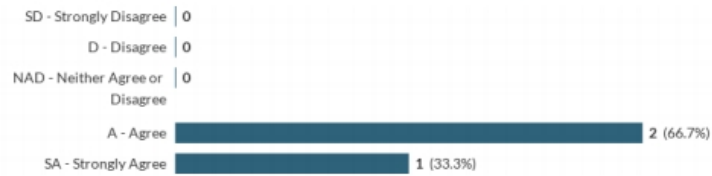
5. The boarding programme has a positive impact on the school's sports programmes



6. The boarding programme has a positive impact on the school's culture and environment



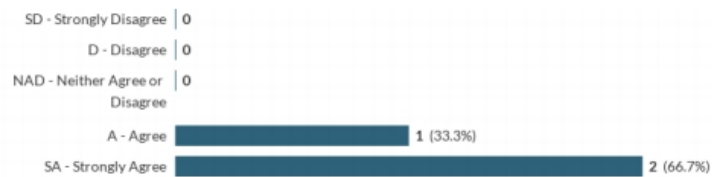
7. I feel that I have the time to know the students in my boarding house well



8. I feel that I have the time to care for the needs of all of the students in my boarding house



9. I feel that the students in my boarding house live within a safe and secure environment



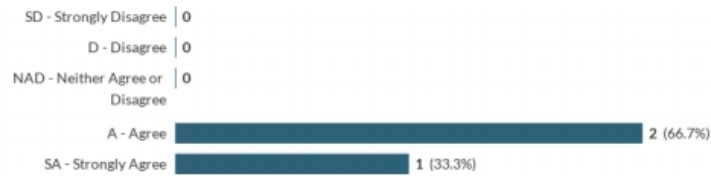
10. I feel that there are many opportunities for me to develop an appropriate partnership with my students' parents



11. I feel that I can develop an appropriate partnership with my students' teachers so that I can support both their academic and social development



12. I feel that boarding students have appropriate opportunities to develop friendships with day students



13. I feel that day students have appropriate opportunities to develop friendships with boarding students



14. Do you think that the student voice is valued within the school?



15. Do you feel that you know the students within your boarding house as learners?



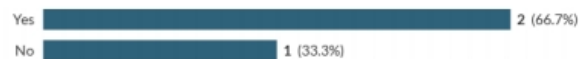
16. Do you think that your experience as a boarding parent has changed you as a person?



17. Do you think that your boarding house is appropriately staffed?



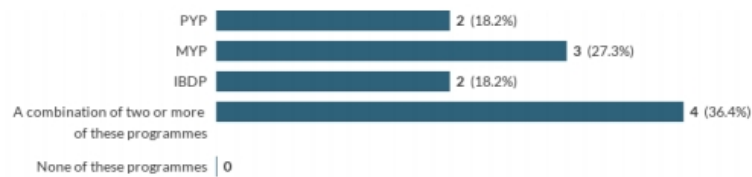
18. Do you think that the activities within the boarding programme should be improved?



Appendix 3f QUESTIONNAIRE – TEACHERS AND ADMINISTRATORS

DATA DISTRIBUTION

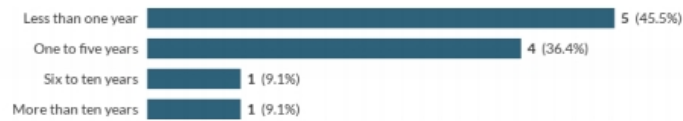
1. Please indicate whether you teach within the PYP, MYP or IBDP programmes at this time



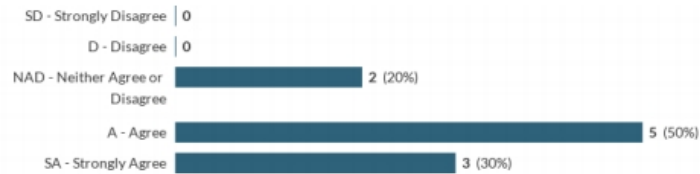
2. Please state whether you are a Teacher or Administrator at the school



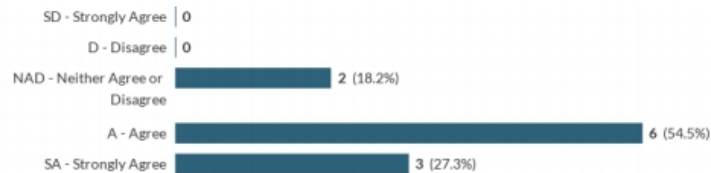
3. Please state how many years you have worked at ISM



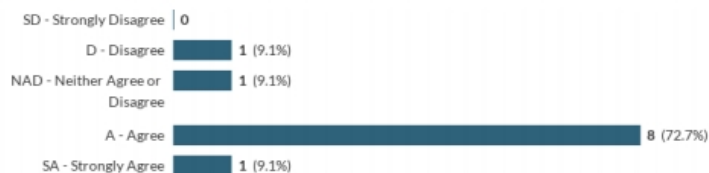
6. The boarding programme at ISM has a positive impact on teaching and learning



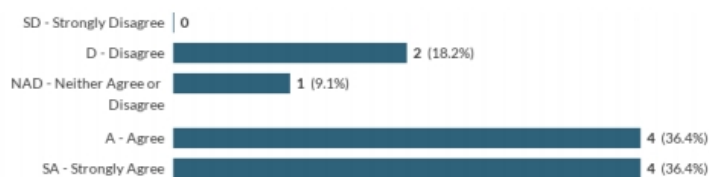
7. The boarding programme at ISM has a positive impact on the school's activities programme



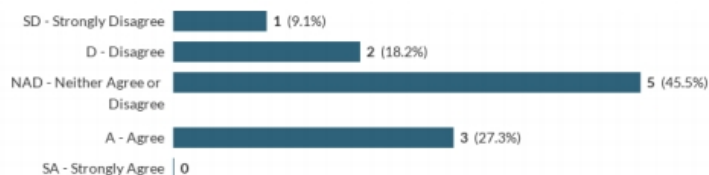
8. The boarding programme has a positive impact on the school's sports programmes



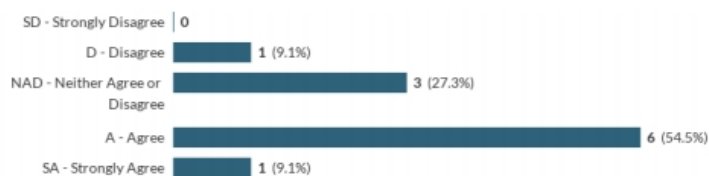
9. The boarding programme has a positive impact on the school's culture and environment



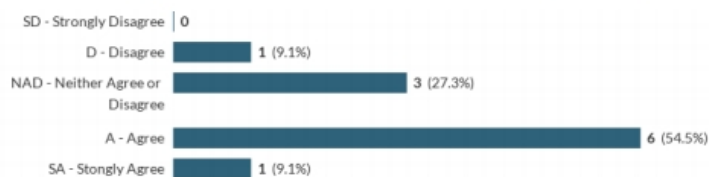
10. I spend more time caring for the needs of boarders than I do day students



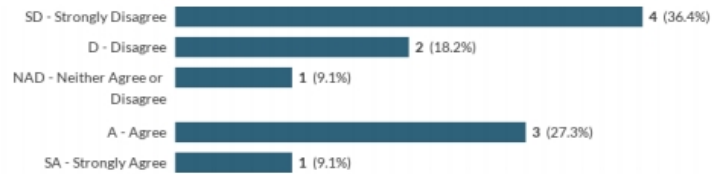
11. I think that boarders make friends with day students quite easily



12. I think that day students make friends with boarders quite easily



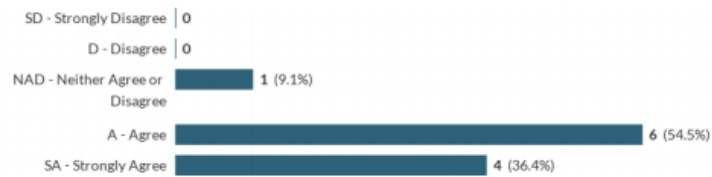
13. I develop partnerships with the parents of boarding students as easily as I do with parents of day students



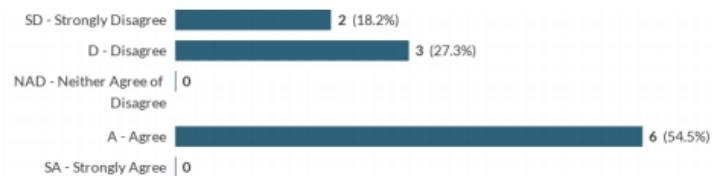
14. There are many opportunities for me to communicate with boarding parents



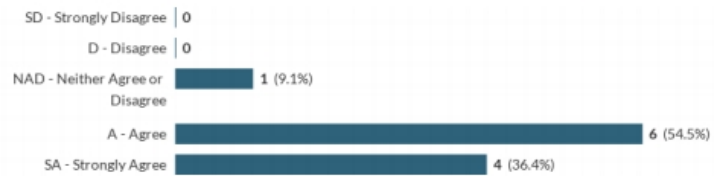
15. I feel that boarding parents know each of the students for whom they are responsible



16. I feel that boarding parents have the time to care for the needs of each of their students



17. I feel that boarders live within a safe and secure boarding environment



18. Do you think that more academic activities should be built in to the week-end boarding programme?



19. Do you feel that the school should tighten up on its child protection policies with regard to the care of boarding students



20. I think that the policies and procedures supporting boarding students when they are off campus should be made more stringent





Questionnaire - Boarding Students (P6/M1) (Final)

Showing 5 of 5 responses

With **1 response excluded**

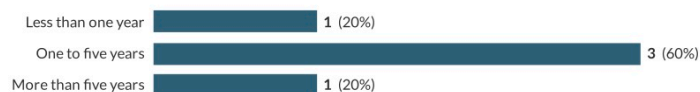
Showing **all** questions

Response rate: 5%

1) Please choose whether you are following the PYP, MYP or IBDP programmes at this time



2) Please state the number of years that you have attended ...



3) Please state your nationality/ies

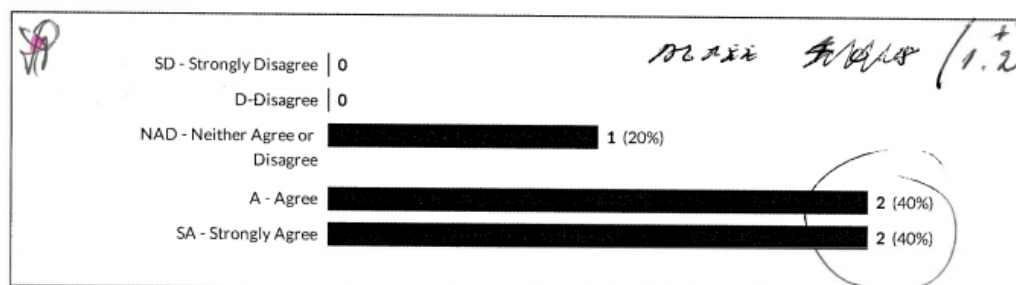
Showing all 5 responses	
I am from Ugandan thats where my dads from my mom from Rwanda.	264502-264494-23065998
Tanzanian	264502-264494-23068069
Tanzanian American	264502-264494-23068149
Tanzanian	264502-264494-23067966
Tanzanian	264502-264494-23068134

4) If you would be willing to be interviewed on the feedback that you provide in this survey, please write your name

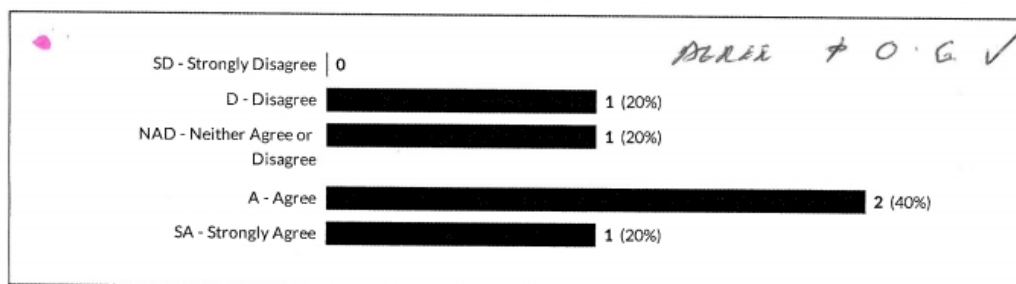
here:

Showing all 5 responses	
264502-264494-23065998	- Mrsula.
264502-264494-23068069	- Ruth
264502-264494-23068149	- Catherine
264502-264494-23067966	- Graham
264502-264494-23068134	- Joe

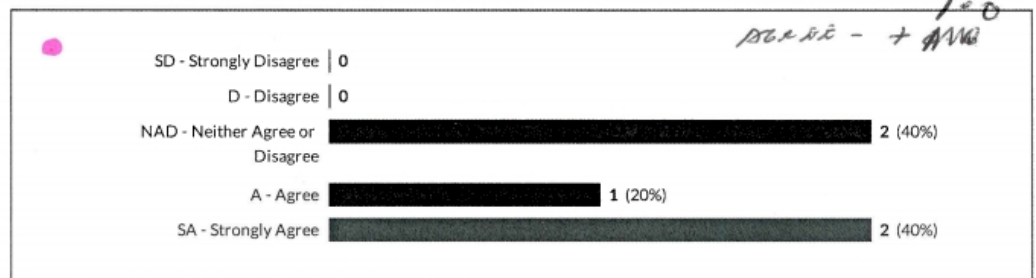
- 5 Being a boarder makes it easy for me to develop friendships when I am at school



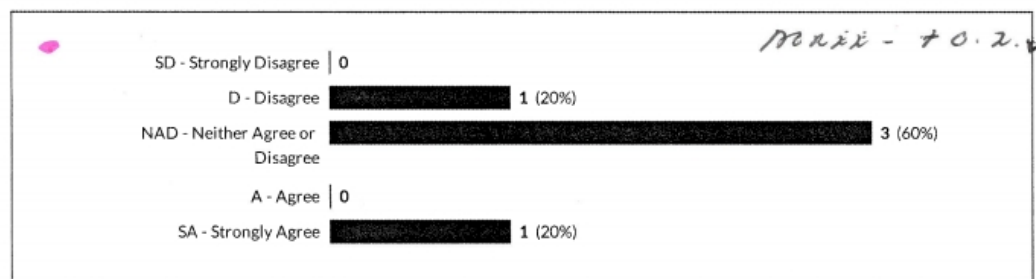
- 6 Being a boarder increases the number of activities which I can join.



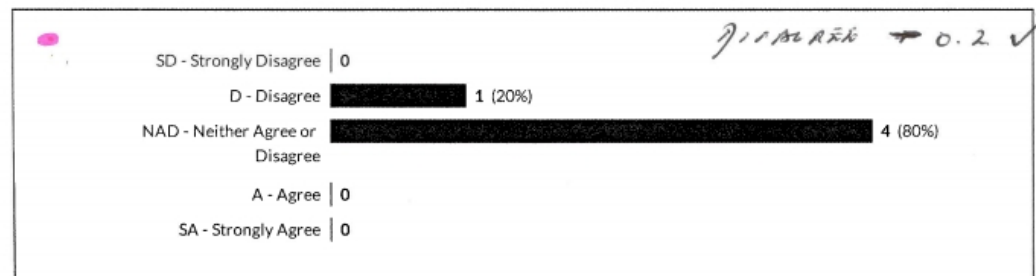
- 7 Being a boarder allows me to join in more sporting activities than day students.



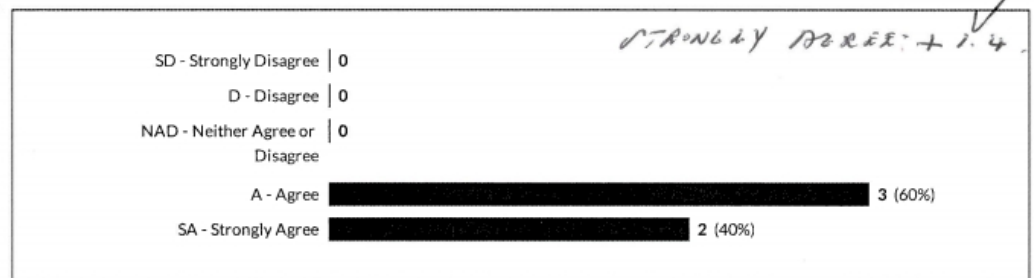
8 Teachers spend more time supporting boarders than day students



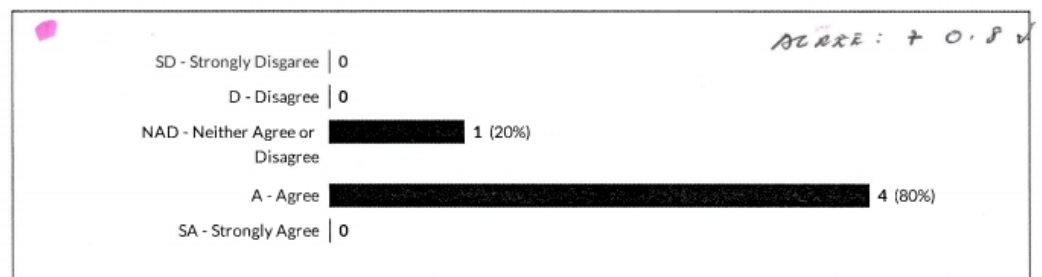
9 Ms. Kate and Mr. White spend more time at school supporting boarders than day students,



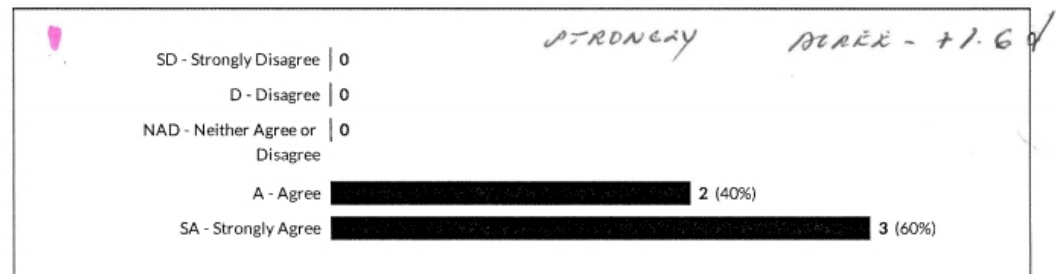
10 I feel that boarding parents have the time to get to know their students.



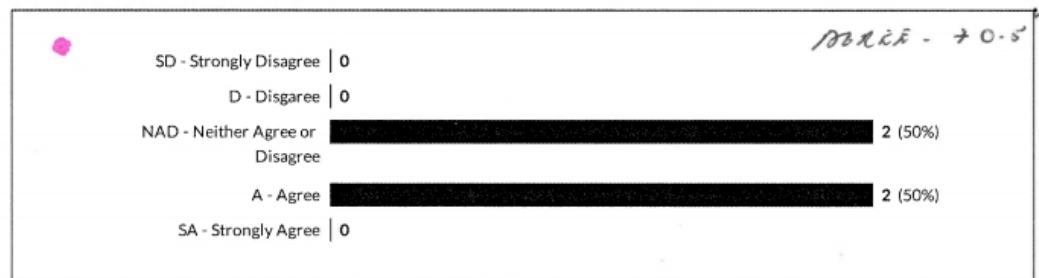
11 I feel that boarding parents have the time to care for their students.



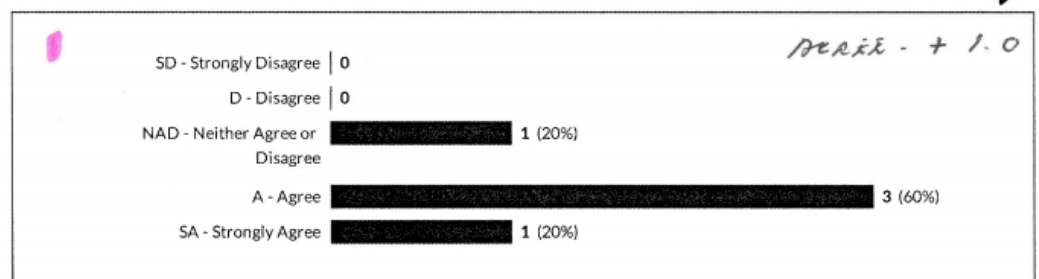
12 I feel that being a boarder within the school helps me with my learning.



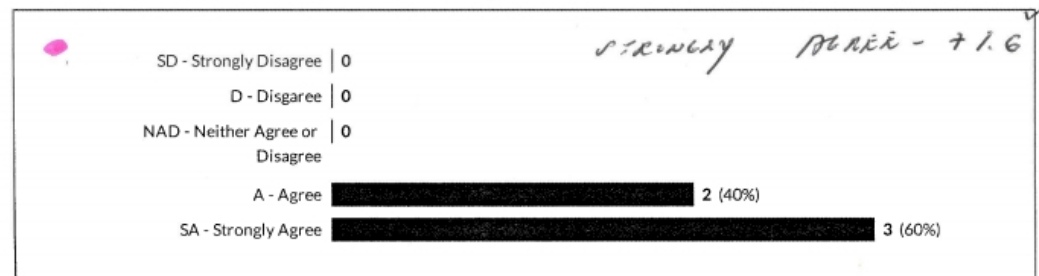
13 I feel that having boarders helps us to have a better sports and activities programme at the school.



14 I believe that I am safe and secure at school.



15 I have many friends within the day student community



16 I feel that the best things about our boarding programme are:

Showing all 5 responses	
We get volunteers that helps us within the boarding community and organize amazing activity's.	264502-264494-23065998
The activities that we get to do during the weekends.	264502-264494-23068069
the activities that we do when its the week end they are nice.	264502-264494-23068149
-activities during the weekend. -O.P trips	264502-264494-23067966
I think the activities are nice.	264502-264494-23068134

- 17 I feel that our lives in the school could be improved in the following ways:

Showing all 4 responses	
what i have always want to improve was that the primary boarding dose not get more opportunity than the secondary borders i think if the primary borders they will get to be inspired more they wont be shy as we are now but i think ism arusha has improved more than we have they way the speak and there so confident.	264502-264494-23065998
The food could be made more hygienic so that the whole boarding community could enjoy	264502-264494-23068069
we need different kinds of food or snacks in the dorms	264502-264494-23068149
we need more security because like someone can come from anywhere out of the school and take something when you are sleeping or not around.	264502-264494-23068134

- 18 If you have any other comments to make about the school's boarding programme please write these below:

Showing all 5 responses	
I have faced hard challenges i dont like it like today some one put a person slipper in the and i was blamed an i thought why then i thought the boarding parents were selfish and mean but i was rong ism is not the best to be but i cant let it go its my family know	264502-264494-23065998
The schools boarding programme is very nice and allows you to have a big selection of friends. The programme doesn't need much improvement but a few tweaks here and there wouldn't hurt	264502-264494-23068069
the food like we have rice every day. the internet can sometimes be slow.	264502-264494-23068149
it develops you to being more creative, you get to learn about other backgrounds and i find that awesome and as time passes you'll find interacting people that you may have never met before easier.	264502-264494-23067966
i think they should put fans in our rooms because sometimes it is really hot and so you have to take fans from your house and bring them to school.	264502-264494-23068134

(Appendix 3h)

QUESTIONNAIRE – M5/D2 Boarding Students – CONSOLIDATED FEEDBACK
– OPEN ENDED QUESTIONS

Question	Consolidated Feedback	Key Words	Research Question
5.a	Insecurity of father's contract New experience IB	Insecurity of father's contract New experience IB	RQ 1
20.a	<p>Positive</p> <p>Many channels through which the student voice can be heard. Appropriate responses given. Boarding community cares.</p> <p>Negative</p> <p>The current system doesn't work. Student voice not taken seriously. Not enough effort from administration.</p>	<p>Communication channels Student Voice Caring community</p> <p>Failure in communication More effort - Administration</p>	RQ 1
21.a	<p>Positive</p> <p>Preparation for University and life Builds community Supports collaborative learning, friendships, open-mindedness and trust.</p> <p>Negative</p> <p>Intrudes on privacy. Might cause negative things to happen.</p>	<p>University Community Collaboration Friendship Open-Mindedness</p> <p>Lack of privacy Fear of next steps</p>	RQ 3
22	Family environment/community. Supports independence. Develops flexibility and open-mindedness. Friendship. Sports Activities Environmental management Social Activities and Church Services	Community Independence Flexibility Open-mindedness Friendship Sports Environment Social Church	RQ 1
23	Facility development. Quicker construction. Shorter Boarding Meetings. Student-Teacher-Boarding Parent relationships.	Facilities Efficiency Relationships Internet Food	RQ 3

	<p>Increased Internet bandwidth. Better food More quiet spaces Better water heaters More social activities Safety of dorms/properties Nicer boarding parents Later curfew</p>	<p>Quiet spaces Water heaters Activities Safety Boarding Parents Curfew</p>	
24	<p>More independence/trust. Fewer punishments. Better relationships – Teacher/student/Administration. Less criticism. Judge students based on international standards not those that originate from Africa. Value student feedback. Close the loop in terms of communication. Answer more questions from the boarding community. More kitchen equipment. Dorm rooms should be more like home. Renovate the dorm rooms/boarding houses.</p>	<p>Independence Trust Punishments Criticism International standards Value feedback Renovation Refurbishment</p>	RQ 3
25	<p>Some boarding parents are too strict.</p>	<p>Strict Boarding Parents</p>	RQ 3

Appendix 3i.1

INDIVIDUAL INTERVIEW – D2 (BOARDER)

Dear,

My name is Bob Horton and I am an international educator and currently Director of the, Tanzania. This is my 6th posting overseas. I am a part-time student at the University of Bath, UK, studying for a Doctorate in Education degree. The working title of my doctoral research enquiry is:

‘What are the drivers for the successful implementation of a Boarding Programme at a Tanzanian International School Campus?’

Your assistance in terms of taking part in this personal interview will I hope support the development of the school’s boarding programme. It is my intention to share the findings of my research with both the Board of Governors and School Leadership Team. All data obtained from my research will be treated as confidential to me and no identifying information will be used. If at any point you feel uncomfortable in terms of taking part in this discussion, you can withdraw from it immediately.

Thank you for your support.

Bob Horton

INTERVIEW SCHEDULE

- 1) Why do you feel that the school’s boarding programme has a positive effect on the relationships that you can build within the school?
- 2) What makes you feel that teachers don’t spend more of their professional lives supporting boarders than day students?
- 3) What makes you feel that you live in a safe and secure environment?
- 4) How have you developed friends from within the day community?
- 5) Can you provide further explanation on your answer about the student voice being valued within our boarding community (Qu. 20)? Show or read original written response.
- 6) In what ways do you feel that we could make your dorm feel more like home rather than some place to sleep? Do you have a room to yourself? (Qu. 24). Show or read original written response.

Bob Horton May 14th, 2017

Appendix 3i.2

INDIVIDUAL INTERVIEW – D2 (DAY)

Dear,

My name is Bob Horton and I am an international educator and currently Director of the....., Tanzania. This is my 6th posting overseas. I am a part-time student at the University of Bath, UK, studying for a Doctorate in Education degree. The working title of my doctoral research enquiry is:

‘What are the drivers for the successful implementation of a Boarding Programme at a Tanzanian International School Campus?’

Your assistance in terms of taking part in this personal interview will I hope support the development of the school’s boarding programme. It is my intention to share the findings of my research with both the Board of Governors and School Leadership Team. All data obtained from my research will be treated as confidential to me and no identifying information will be used. If at any point you feel uncomfortable in terms of taking part in this discussion, you can withdraw from it immediately.

Thank you for your support.

Bob Horton

INTERVIEW SCHEDULE

- 1) Why do you feel that the school’s boarding programme does not increase the breadth of activities in which you can get involved?
- 2) Why do you feel that the school’s boarding programme does not increase the breadth of sporting activities in which you can get involved?
- 3) What makes you feel that teachers spend more of their professional lives supporting boarders than day students?
- 4) In what ways do you feel that the boarding programme has a positive impact on teaching and learning?
- 5) What makes you feel that the Student Council raises issue that are important to day students as well as boarding students?
- 6) Can you tell me more about your response to the aspects of the boarding programme that require future development (Qu. 17)? Show or read the written response.
- 7) How do you think that we could improve the school’s boarding programme?
- 8) Can you explain the response that you wrote when asked to provide any other comments about the school’s boarding programme (Qu. 20)? Show or read the written responses. Bob Horton May 14th, 2017

Appendix 3i.3

INDIVIDUAL INTERVIEW - TEACHER

Dear,

My name is Bob Horton and I am an international educator and currently Director of theTanzania. This is my 6th posting overseas. I am a part-time student at the University of Bath, UK, studying for a Doctorate in Education degree. The working title of my doctoral research enquiry is:

‘What are the drivers for the successful implementation of a Boarding Programme at a Tanzanian International School Campus?’

Your assistance in terms of taking part in this personal interview will I hope support the development of the school’s boarding programme. It is my intention to share the findings of my research with both the Board of Governors and School Leadership Team. All data obtained from my research will be treated as confidential to me and no identifying information will be used. If at any point you feel uncomfortable in terms of taking part in this discussion, you can withdraw from it immediately.

Thank you for your support.

Bob Horton

INTERVIEW SCHEDULE

- 1) What makes you feel that the school’s boarding programme has a positive impact on the school’s culture and environment?
- 2) Could you provide further explanation to your answers to Qu. 18? Show or read his original written answer.
- 3) Could you provide further explanation to your answers to Qu. 24? Show or read his original written answer.

Bob Horton – May 14th, 2017

(Appendix 4a)

Data Analysis per Research Question

The data analysed to support each research question were as follows:

4.2 The Opportunities of Living/Working in an International School with a Boarding Community

Boarding Students: Focus Group 1 (Questions: 1, 2, 3, 5, 9, 14) and Focus Group 2 (Questions: 1, 2, 3, 5, 9) discussions, the Group 1 (Questions 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 18) and 2 (Questions: 5a, 6, 8, 9, 10, 15, 16, 17, 18, 20, 22, 25) Boarding Questionnaires, and individual interviews with Group 2 Boarding Students (Pseudonyms - Julie, Petra, Phoebe, Anna)

Day Students: Focus Group 1 and 2 Focus Group discussions (As for Boarding Students above), the Group 1 (Questions: 5, 6, 7, 10, 11, 12, 13, 17) and 2 (Questions: 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 20) Day Student Questionnaires, and individual interviews with Group 2 Day Students (Pseudonyms - Marcia, Amir, Cyril)

Boarding Parents: Group 3 Focus Group discussion (Questions: 1, 2, 4, 5, 6, 8) and the Group 3 Boarding Parent Questionnaire (Questions: 4, 5, 6, 7, 8, 9, 11, 12, 14, 15, 16, 24).

Teachers and Administrators: Group 3 Focus Group discussions (As for Boarding Parents above), the Group 3 Teacher and Administrator Questionnaires (Questions: 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 25) and individual interviews with Group 3 members (Pseudonyms - Jeremy and Michael)

4.3 The Challenges of Living/Working in an International School with a Boarding Community

Boarding Students: Focus Group 1 (Questions: 1, 2, 3, 4, 6, 8) and 2 (Questions: 1, 2, 3, 4, 6, 8) Focus Group discussions, the Group 1 (Questions: 5, 6, 7, 10, 11, 12, 13, 14, 15, 18) and 2 (Questions: 5a, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 25) Boarding Questionnaires, and individual interviews with Group 2 Boarding Students (Pseudonyms - Julie, Petra, Phoebe and Anna).

Day Students: Focus Group 1 and 2 Focus Group discussions (As for Boarding Students above) and the Group 1 (Questions: 5, 6, 7, 8, 9, 10, 11, 12, 13, 17) and 2 Day Student Questionnaires (Questions: 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 20) and individual interviews with Group 2 Day Students (Pseudonyms - Marcia, Amir and Cyril).

Boarding Parents: Group 3 Focus Group discussion (Questions: 1, 2, 3, 5, 7, 8) and the Group 3 Boarding Parent Questionnaire (Questions: 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 24).

Teachers and Administrators: Group 3 Focus Group discussions (As for Boarding Parents above), and the Group 3 Teacher and Administrator Questionnaires (Questions: 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 25) and individual interviews with Michael and Jeremy (Pseudonyms).

4.4 The impact that living/working in an international school with a boarding community has on its members

Boarding Students: Focus Group 1 (Questions: 1, 2, 3, 4, 5, 6, 8, 9, 10) and Focus Group 2 (Questions: 1, 2, 3, 4, 6, 8, 9, 10) discussions, the Group 1 (Questions: 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 18) and 2 (Questions: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 25) Boarding Questionnaires, and individual interviews with Group 2 Boarding Students (Pseudonyms - Julie, Petra, Phoebe and Anna).

Day Students: Group 1 and 2 Focus Group discussions (As for boarding students above) and the Group 1 (Questions: 5, 6, 7, 8, 9, 10, 11, 12, 13, 17) and 2 (Questions: 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 20) Day Student Questionnaires, and individual interviews with Group 2 Day Students (Pseudonyms - Marcia, Amir and Cyril)

Boarding Parents: Group 3 Focus Group discussion (Questions: 1, 2, 3, 5, 8) and the Group 3 Boarding Parent Questionnaire (Questions: 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 19, 20, 24).

Teachers and Administrators: Group 3 Focus Group discussions (As for boarding parents above), and the Group 3 Teacher and Administrator Questionnaires (Questions: 6, 7, 8, 9, 10, 14, 15, 16, 17, 19, 20, 21, 25) and Individual Interviews with Michael and Jeremy (Pseudonyms)

4.5 Strategies Suggested by the Research Participants that could be put in place by the school to maximise opportunities and to provide appropriate support and pastoral care for the student community

Boarding Students: Focus Group 1 (Questions: 7) and Focus Group 2 (Questions: 7) discussions, the Group 1 (Questions: 17 and 18) and 2 (Questions: 23) Boarding Questionnaires, and individual interviews with Group 2 Boarding Students (Pseudonyms - Julie, Petra, Phoebe and Anna)

Day Students: Focus Group 1 and 2 Focus Group discussions (As for Boarding Students above), the Group 1 (15, 16a, 17) and 2 (Questions: 17, 18a, 19, 20) Day Student Questionnaires and individual interviews with Group 2 Day Students (Pseudonyms - Marcia, Amir and Cyril)

Boarding Parents: Group 3 Focus Group discussion (Questions: 7, 8, 9,) and the Group 3 Boarding Parent Questionnaire (Questions: 17a, 18, 22, 24)

Teachers and Administrators: Group 3 Focus Group discussions (As for Boarding Parents above), the Group 3 Teacher and Administrator Questionnaires (Questions: 18, 19, 20, 23, 25)

4.6 Strategies that the school could put in place to ensure that teachers, boarding parents and administrators are provided with an appropriate organizational framework and culture that allows them to carry out their professional responsibilities efficiently and effectively?

Boarding Parents: Group 3 Focus Group Discussions (Questions: 10) Group 3 Boarding Parent Questionnaire (Questions: 17, 18, 23, 24)

Teachers and Administrators: Group 3 Focus Group discussions (Questions: 10, the Group 3 Teacher and Administrator Questionnaires (Questions: 23, 24, 25) and Individual Interviews with Michael and Jeremy (Pseudonyms)

(Appendix 4b.1)

Matrix to Show the Connection Between the Research Questions and Those Included in the Questionnaire for Boarding Parents

	R1	R2	R3	R4
Q1				
Q2				
Q3				
Q4	X	X		
Q5	X	X		
Q6	X	X		
Q7	X	X		
Q8	X	X		
Q9	X	X		
Q10	X	X		
Q11	X	X		
Q12	X	X		
Q13	X	X		
Q14	X	X		
Q15	X	X		
Q16	X	X		
Q17	X	X		
Q18			X	X
Q19		X		
Q20	X	X		
Q21	X	X		
Q22			X	X
Q23				X
Q24	X	X	X	X

Legend

R1 – R4 Research Questions 1 – 4

Q1 – Q24 Questionnaire Questions 1 - 24

(Appendix 4b.2)

Matrix to Show the Connection Between the Research Questions and Those Included in the Questionnaire for Boarding Students (M5/D2)

	R1	R2	R3	R4
Q1				
Q2				
Q3				
Q4	X	X	X	X
Q5	X	X	X	X
Q6	X	X	X	X
Q7				
Q8	X	X		
Q9	X	X		
Q10	X	X		
Q11	X	X	X	X
Q12	X	X	X	X
Q13	X	X		
Q14	X	X		
Q15	X	X		
Q16	X	X		
Q17	X	X		
Q18	X	X		
Q19	X	X		
Q20	X	X		
Q21	X	X		
Q22	X	X		
Q23	X	X		
Q24			X	X
Q25	X	X	X	X

Legend

R1 – R4 Research Questions 1 – 4

Q1 – Q25 Questionnaire Questions 1 - 25

(Appendix 4b.3)

Matrix to Show the Connection Between the Research Questions and Those Included in the Questionnaire for Boarding Students (P6/M1)

	R1	R2	R3	R4
Q1				
Q2				
Q3				
Q4				
Q5	X	X		
Q6	X	X		
Q7	X	X		
Q8	X	X		
Q9	X	X		
Q10	X	X		
Q11	X	X		
Q12	X	X		
Q13	X	X		
Q14	X	X		
Q15	X	X		
Q16	X	X		
Q17			X	X
Q18	X	X	X	X

Legend

R1 – R4 Research Questions 1 – 4

Q1 – Q18 Questionnaire Questions 1 - 18

(Appendix 4b.4)

Matrix to Show the Connection Between the Research Questions and Those Included in the Questionnaire for Day Students (P6/M1)

	R1	R2	R3	R4
Q1				
Q2				
Q3				
Q4				
Q5	X	X		
Q6	X	X		
Q7	X	X		
Q8	X	X		
Q9	X	X		
Q10	X	X		
Q11	X	X		
Q12	X	X		
Q13	X	X		
Q14	X	X		
Q15	X	X	X	X
Q16	X	X		
Q17	X	X	X	X

Legend

R1 – R4 Research Questions 1 – 4

Q1 – Q17 Questionnaire Questions 1 - 17

(Appendix 4b.5)

Matrix to Show the Connection Between the Research Questions and Those Included in the Questionnaire for Day Students (M5/D2)

	R1	R2	R3	R4
Q1				
Q2				
Q3				
Q4				
Q5	X	X		
Q6	X	X		
Q7	X	X		
Q8	X	X		
Q9	X	X		
Q10	X	X		
Q11	X	X		
Q12	X	X		
Q13	X	X		
Q14	X	X		
Q15	X	X		
Q16	X	X		
Q17	X	X	X	X
Q18	X	X		
Q19	X	X	X	X
Q20	X	X	X	X

Legend

R1 – R4 Research Questions 1 – 4

Q1 – Q20 Questionnaire Questions 1 - 20

(Appendix 4b.6)

Matrix to Show the Connection Between the Research Questions and Those Included in the Questionnaire for Teachers and Administrators

	R1	R2	R3	R4
Q1				
Q2				
Q3				
Q4				
Q5				
Q6	X	X		
Q7	X	X		
Q8	X	X		
Q9	X	X		
Q10	X	X		
Q11	X	X		
Q12	X	X		
Q13	X	X		
Q14	X	X		
Q15	X	X		
Q16	X	X		
Q17	X	X		
Q18			X	X
Q19	X	X	X	X
Q20	X	X	X	X
Q21		X		
Q22	X	X		
Q23			X	X
Q24				X
Q25	X	X	X	X

Legend

R1 – R4 Research Questions 1 – 4

Q1 – Q25 Questionnaire Questions 1 - 25